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ED 171 641-12



## RESOURCES IN EDUCATION

A monthly journal devoted to presenting recent reports and ideas related to the field of education.

THE DISTRIBUTION OF HEALTH EDUCATION AND WELFARE. Second Institute on Education.

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## Note

1. Paper copy (HC) will be full page reproductions with heavy paper covers.

**Volume 11 Number 2 February 1976**

# **Resources in Education**

**ED 111 924-113 431**

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## Introduction

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

# Document Résumé

## INTRODUCTION

Document Résumé

Document Résumé

Document Résumé

## DOCUMENT SECTION

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

## SAMPLE ENTRY

ED 654 321

56

CE 123 456

Smith, John D. Johnson, Jane

Career Education for Women

Central Univ., Chicago, Ill.

Spons. Agency—National Inst. of Education

(DHEW), Washington, D.C.

Report No—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women

Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).\*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials.

### \*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs



The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CE—Career Education .....	5-56	PS—Early Childhood Education .....	154-162
CG—Counseling and Personnel Services .....	56-65	RC—Rural Education and Small Schools .....	162-172
CS—Reading and Communication Skills .....	65-78	SE—Science, Mathematics, and Environmental Education .....	172-185
EA—Educational Management .....	78-89	SO—Social Studies/Social Science Education .....	185-196
EC—Handicapped and Gifted Children .....	89-103	SP—Teacher Education .....	196-207
FL—Languages and Linguistics .....	103-112	TM—Tests, Measurement, and Evaluation .....	207-213
HE—Higher Education .....	112-129	UD—Urban Education .....	213-218
IR—Information Resources .....	129-146		
JC—Junior Colleges .....	146-154		

## CE

### ED 111 924 CE 002 560

Ventre, Francis T. Sullivan, Larry N.

Review and Assessment of Post-Orientation Careers of ADAPT (Aerospace and Defense Adaptation to Public Technology) Participants. Final Report.

Massachusetts Inst. of Tech., Cambridge. Dept. of Urban Studies and Planning.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-11-71-22-3; PB-232-204

Pub Date May 72

Note—245p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-232-204; HC-\$6.00; MF-\$1.45)

Document Not Available from EDRS

Descriptors—Aerospace Industry, \*Educational Programs, \*Job Placement, Manpower Utilization, \*Professional Personnel, \*Transfer of Training, \*Unemployed, Vocational Adjustment

Identifiers—Defense Workers

Careers of 185 unemployed aerospace professionals from aerospace and defense industries are documented following completion of a month-long orientation to Urban Affairs. Seventy percent of the persons completing the program were professionally employed eight months later; 60 percent of those at work are in the public service. Preparedness of hiring agency to accommodate innovative management techniques was found to be the best prediction of successful skills adaptation. Few significant relations were found between background attributes (e.g. age, education, industrial experience) of the professionals and either their rate of placement or their successful performance once placed. The orientation offered both cognitive and attitudinal changes to the participants, but particularly educational technique was found to be universally favored. Evaluations of project outcomes are tentatively asserted owing to the abbreviated period available for monitoring and for the even shorter period of actual on-the-job experience of successfully placed program participants. (NTIS)

### ED 111 925 95 CE 002 629

Baltimore, Jim

The Training of Career Education Resource Teachers.

Salem Public Schools, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—18p.; Not available in hard copy due to marginal reproducibility of original document  
EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Education, \*Community Resources, Personnel Evaluation, Program Descriptions, \*Program Evaluation, \*Resource Teachers, Secondary Education, \*Teacher Education

Identifiers—Oregon (Salem)

Sprague High School's program to train career education resource teachers was designed to recruit and prepare approximately 15 individuals from business, industry, and the professions who would provide exploratory career experiences and information to students. A four-page outline covers the program's objectives, procedures, a third party evaluation, costs, and future plans. The document concludes with an 11-page evaluation report of the program's seven standards: (1) adequacy of trainee's performance, as evaluated by the project director, supervisors and trainees; (2) specificity of training program in teaching competencies to trainees, as evaluated by the project director; (3) appropriateness of trainee behavior, as evaluated by trainees; (4) operational coherence of the training program, as evaluated by the project director; (5) operational quality of the training program, as evaluated by the project director and trainees; (6) adequacy of facilities, as evaluated by the project director; and (7) responsiveness and rationality of the administrative structure of the program, as evaluated by the project director. A rating by the third party evaluator is included in some cases. (BP)

### ED 111 926 CE 002 997

Whittenburg, John A. And Others

Driver Improvement Training and Evaluation.

American Univ., Washington, D.C. Development Education and Training Research Inst.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-801-125; PB-234-078

Pub Date Jun 74

Note—499p.; For related document, see ED 084 349

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-234-078; HC-\$9.00; MF-\$2.25)

Document Not Available from EDRS

Descriptors—\*Driver Education, \*Educational Programs, \*Program Effectiveness, \*Program Evaluation, \*Teaching Methods, Traffic Safety

The last phase of the NHTSA-U.S. Coast Guard Driver Improvement Training and Evaluation Project is described. Begun in July 1970, the project had two basic objectives. The first was to determine whether or not driver training pro-

grams do, in fact, significantly reduce driver errors and accidents and improve overall driver efficiency. The second was to identify which training method—classroom and driving range training (Program 1), classroom-only training (Program 2), or range-only training (Program 3)—is most effective. The population studied was 3,226 young male adults between 17 and 25 years of age. The specific sample studied was United States Coast Guard recruits at the Coast Guard Training Center in Cape May, New Jersey. While pretest data revealed no significant differences between the experimental and control groups, analysis of the posttest data indicated that the experimental groups performed significantly better on the driver knowledge test and on the driving range test than the control groups. A followup analysis of posttraining driving records was also conducted. (NTIS)

### ED 111 927 CE 002 998

Noble, Clyde E.

Survey of Training Research in AFOSR: Implications for Manpower and Training Research for the All-Volunteer Air Force.

Air Force Office of Scientific Research, Arlington, Va.

Report No.—AD-783-248; AFOSR-TR-74-0588

Pub Date Oct 73

Note—13p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-783-248; HC-\$3.00; MF-\$2.25)

Document Not Available from EDRS

Descriptors—\*Adult Learning, Educational Research, \*Learning Processes, \*Learning Theories, Military Personnel, \*Military Training

The AFOSR research plan calls for fundamental studies in human learning and performance that would provide the foundations for general laws of learning applicable to Air Force problems. The report describes gaps in research that should be eliminated by investigations in specific fields. Studies of individual and group differences in aptitude and research in remedial education are included among those recommended. (NTIS)

### ED 111 928 CE 003 071

Allen, David Bowers, William K.

A Survey of the Aviation Mechanics Occupation.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Federal Aviation Administration (DOT), Washington, D.C. Flight Standards Service.

Report No.—AD-783-182; DOT-FA73AC-1710

Pub Date Jan 74



Note—205p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-783-182; HC-\$5.75; MF-\$2.25)

#### Document Not Available from EDRS

Descriptors—Aerospace Technology, \*Aviation Mechanics, Aviation Technology, Engines, \*Job Analysis, Job Skills, \*Job Training, National Surveys, \*Occupational Surveys

The report documents the results of a national survey of the aviation mechanics' occupation. The study surveyed 151 companies in the four industrial categories of the aviation industry and was concerned only with the certificated airframe and powerplant mechanic. Results of the study provide the following: (1) identification of the technical knowledge and manipulative skill required of the aviation mechanic by the aviation industry; (2) identification of the scope of industry training offered aviation mechanics; (3) correlation of current study with a national study completed in 1970; (4) denotation of teaching standard for aviation mechanics; and (5) establishment of a common core curriculum for aviation maintenance technician schools. (NTIS)

ED 111 929 CE 004 320

#### An Education and Development Program for Michigan's State Health Planning Advisory Council.

Michigan State Office of Health and Medical Affairs, Lansing.

Spons Agency—Health Resources Administration (DHEW/PHS), Rockville, Md. Div. of Comprehensive Health Planning.

Pub Date Aug 74

Note—185p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Advisory Committees, \*Educational Programs, Group Dynamics, Group Relations, \*Health Services, \*Policy Formation, State Programs, Statewide Planning

Identifiers—Michigan

The report describes a Federally supported education and development program conducted during the 1973-74 fiscal year for members of the Michigan State Health Planning Advisory Council. The program sought to increase: (1) the council members' awareness of and insight into the comprehensive health planning process, (2) their knowledge of the health care system, and (3) the ability and competency of the council as a planning group, thereby to increase their effectiveness in producing a State health policy. The evaluation of the program was aimed at discovering what happened to and for the Advisory Council and its members as a consequence of the educational effort. Lengthy discussion of findings from questionnaires, observations, and interviews indicates that the educational processes were generally successful, particularly in relation to relationships and dynamics within the group. Implications, based on council member testimony, are outlined. About 100 pages of appended materials include the evaluation instruments and sample project materials. (BP)

ED 111 930 CE 004 575

#### Elementary Career Awareness Project: Final Report.

Eugene Public Schools, Ore.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date Jun 74

Note—41p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Awareness, \*Elementary Education, \*Guidance, \*Inservice Teacher Education, Program Evaluation, Summative Evaluation

Identifiers—Oregon (Eugene)

The purpose of the Elementary Career Awareness Project's inservice program was to identify components of the career awareness process that were guidance oriented and to increase staff awareness of the guidance components that can be incorporated into the classroom. Briefly outlined are the goals, objectives, and activities of the three phases of the program. The summative evaluation of the program used the Semantic Differential Technique to measure change in attitude on seven concepts relating to classroom environment. No differences were found between the experimental and comparison group that could be directly attributed to the inservice program. More

than two-thirds of the document consists of appended project-related materials, including a project personnel list, a bibliography, interim reports of various kinds, the forms used in the summative evaluation, and the report from the third party evaluator. (BP)

ED 111 931

CE 004 576

Kennedy, Anthony

#### Model Career Exploratory Program. Junction City Jr. High School, Final Report.

Junction City School District 69J, Ore.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 24 Apr 74

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Activity Units, \*Career Education, \*Changing Attitudes, \*City Wide Programs, Counselor Training, Curriculum Development, Educational Assessment, \*Evaluation Criteria, Evaluation Methods, \*Guidance Programs, Junior High Schools, Program Descriptions, Program Evaluation, School Visitation, Self Evaluation, Vocational Counseling

Identifiers—Oregon (Junction City)

The report describes a career education demonstration project conducted in Junction City, Oregon, a city of 2,535 people with a high concentration of low-income families. Major limitations encountered were resistance to change and lack of funds. Procedures included four inservice sessions for instructional and guidance staff and four visitations to six schools to evaluate the program's progress. The document includes two of the resultant components: a junior high school guidance activity program booklet (19 pages) and a career education assessment instrument (14 pages). The guidance activity booklet consists of: a section for counselors (philosophy, objectives, functions, and techniques involved in incorporating career education into the curriculum); student checklists (self-evaluation, self-awareness, and vocational interests); and outlined guidelines for a six-week junior high school career guidance program (topics, time needed, suggested methods, and materials). The career education assessment instrument includes criteria for evaluating the following program elements: long-range plans, personnel, advisory committee, curriculum, individualized instruction, work experience, guidance, inservice programs, financing, facilities, school and community relations, evaluation, and administration. The annual report concluding the document includes financial and demographic data and summarizes the program as being particularly successful in changing staff and community attitudes toward career education. (MW)

ED 111 932

CE 004 611

Kloss, Frank E.

#### Development and Evaluation of Curriculum and Media to Train Part-Time Fire Service Instructors in Rural Areas.

Western Wisconsin Vocational, Technical, and Adult Education District, La Crosse.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date [73]

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Course Content, \*Course Organization, \*Fire Fighters, Fire Protection, Fire Science Education, \*Instructional Materials, Job Training, Lesson Plans, Program Descriptions, \*Rural Areas, Volunteers, \*Volunteer Training

Identifiers—Wisconsin

The report briefly describes a project whose purpose was to provide guidance and training for rural volunteer fire chiefs and firefighters in Wisconsin to increase the knowledge and skills they use to protect lives and property. The training was provided by part-time instructors who taught and demonstrated the courses and curriculum to suit the particular departmental and community needs; the problem of efficient fire protection in small rural communities is aggravated by the growth of small industrial plants, unplanned residential expansion, institutional rest and nursing homes, and compounded by regulations sometimes foreign to the situation. The program was administered by the State's vocational, technical, and adult education districts. During

the program's initial year, 858 students were enrolled in a total of 25 courses. Enrollment data, forms, and letters are appended to the report; the bulk of the document, however, is comprised of selected materials provided to course instructors, including examination papers; recommended instructor course contents; a memo on course format and lesson planning; five detailed lesson plans; learning materials on portable fire extinguishers, silage gas, fires and silos, suspicious fires, and masks; the table of contents of an outline for institutional disaster planning and emergency procedure; and an instruction evaluation form. (AJ)

ED 111 933

95

CE 004 614

#### A Comprehensive Vocational Education Program for Career Development in Grades K-14. Final Report.

Pinellas County District School Board, Clearwater, Fla.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—BR-V-261018L

Pub Date 30 Jun 73

Grant—OEG-0-72-0735

Note—434p.; For appendix see CE 004 997

EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage

Descriptors—\*Career Education, County Programs, \*Educational Programs, \*Elementary Secondary Education, Integrated Curriculum, Program Administration, Program Attitudes, \*Program Descriptions, Program Design, Program Development, \*Program Evaluation, Vocational Development, Vocational Education

Identifiers—Florida (Pinellas County)

The Comprehensive Vocational Education Program for Career Development (K-14) in Pinellas County was implemented in nine pilot schools in which the project's goals were designed to bring together already operating components of career education in the county. A concerted effort was made to identify and integrate effective elements of other programs and projects (academic and vocational) to build a composite, articulated program of career education. The document discusses in detail such varied aspects of the programs as: the project summary; background information; a definition of the problem; an overview of the Pinellas County Comprehensive Career Education Project (goals and objectives, procedures, operational goals, expected outcomes, and component reports); a summary of inservice data; placement and followup procedures; the degree of community, committee, and university involvement; a calendar of critical incidents; a synopsis of site visits by key personnel; project costs; attitudes toward new roles of counselor and occupational specialist; a process diary; parent and staff attitudes toward career education; an external evaluator's reports of visitations; a product evaluation of the eight career education elements; an explanation of the Pontiac, Michigan research design; and a summary of the project's findings, conclusions, and recommendations. (BP)

ED 111 934

CE 004 628

Hampson, David H. And Others

#### Models of Career Education Programs: Work Experience, Career Guidance, Placement, and Curriculum.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 75

Note—50p.; Papers presented at the Career Education National Forum (Columbus, Ohio); For related document, see CE 004 629

Available from—Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Education, Community Programs, Computer Oriented Programs, Computer Storage Devices, Curriculum, Curriculum Planning, \*Educational Programs, Elementary Secondary Education, Guidance, Job Placement, \*Models, Post Secondary Education, Work Experience Programs

Identifiers—Career Guidance

The collection of papers contains models of career education programs in work experience, guidance, placement, and curriculum. The first paper, Focusing on the School to Work Transition: Problems and Elements to Be Considered in

Developing a Work Experience Program (David H. Hampson), introduces a historical/philosophical perspective of work experiences as well as practical considerations for developing work experience programs. The second paper, *A Model of Career Guidance* (JoAnn Harris-Bowlsbey), focuses on career guidance and presents a model, currently under development, of a computer-based guidance system, DISCOVER. The third paper, *Work Experience and Placement Programs* (Grant Venn), presents a model for work experience programs, outlines areas of focus at elementary through postsecondary educational levels, and suggests models for placement programs—one school-based and one community-based. The final paper, *Five Easy Pieces of Free Advice on Curriculum Strategies for Career Education from a Relatively Disinterested Curriculist* (Decker F. Walker), presents five pieces of advice for curriculum strategy makers involved in developing career education programs. (Author/JR)

ED 111 935 CE 004 629

**Crim, Alonzo A. And Others**  
**Planning and Implementing Career Education Programs: Perspectives.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date Mar 75

Note—50p.; Papers presented at the Career Education National Forum (Columbus, Ohio); For related document, see CE 004 628

Available from—Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Education, Educational Development, Educational Objectives, \*Educational Programs, Educational Research, Federal Programs, Program Administration, \*Program Development, \*Program Planning, School Community Relationship, School Industry Relationship, State Programs

Identifiers—Florida, Georgia (Atlanta), Ohio

The collection of six papers offers perspectives on planning and implementing career education programs. The first paper, the Introduction (David Goodwin), deals with program implementation. The second paper, *Priorities in Career Education* (Alonzo A. Crim), describes the historical origins of career education in the Atlanta school system with a strong emphasis on the incremental nature of significant educational change. The third paper, *Priorities in Career Education R & D: A Federal Perspective* (Lois-ellin Datta and Corinne Rieder), discusses the role of research and development and the obligations of researchers to make their results useful for practitioners. The fourth and fifth papers, *Organizing for Planning and Implementing Career Education in Ohio* (Linda Pfister Keilholtz), and *The Development, Implementation and Administration of Career Education in Florida* (Margaret E. Ferqueron), highlight such themes as the role of State leadership, establishing State linkages between State departments and local school districts, and using State funds as a means of building organizational commitment at the local level. The final paper, *Educational Linkage—Suggested Rules and Techniques or the Synaptic Aspects of a Partnership Plus Other Common Trivia* (Robert A. Sampieri), discusses ways to build working relationships between educators, businessmen, labor unions, and politicians. (Author/JR)

ED 111 936 CE 004 643

**The Experimental Manpower Laboratory as an R & D Capability. Final Report.**

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-92-11-72-21-1

Pub Date Feb 74

Note—94p.; Final Report of the Advisory Committee on the Assessment of Experimental Manpower R & D Laboratories

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Correctional Rehabilitation, Disadvantaged Groups, Industrial Training, \*Institutional Research, Management, \*Manpower Development, \*Manpower Utilization, \*Program Effectiveness, \*Program Evaluation, State Programs, Youth Employment

The report provides an assessment of the six Experimental Manpower Laboratories set up by the Manpower Administration to engage in long-term research concerned with developing improved manpower service-delivery systems. An advisory committee under the auspices of the National Research Council was established to conduct the assessment. The six laboratories studied were: (1) Colorado State University Experimental Manpower Laboratory, Denver, Colorado (disadvantaged individuals); (2) Experimental Manpower Laboratory for Corrections, Draper Correctional Center, Elmore, Alabama (correctional rehabilitation); (3) University of Michigan Experimental Manpower Laboratory, Ann Arbor, Michigan (disadvantaged individuals); (4) Mobilization for Youth Experimental Manpower Laboratory, New York, New York (hard-to-employ youths); (5) North Carolina Manpower Development Corporation, Chapel Hill, North Carolina (improving State capabilities for planning/delivery manpower services); and (6) Training and Technology, Oak Ridge, Tennessee (upgrading skills in an industrial setting). The advisory committee found the concept of manpower laboratories valid and useful and has presented recommendations to assist in the planning and organizing of more effective laboratories in the future. Findings and recommendations are categorized according to: (1) planning for laboratory effectiveness, (2) requirements for effective management, and (3) utilization. The document's three main sections focus on descriptive background, program assessment, and laboratory operations. (EA)

ED 111 937 CE 004 644

Scheneman, C. Stephen

**Community Development: A 4-H Intern Report.**

Extension Service (DOA), Washington, D.C.; National Four-H Club Foundation, Washington, D.C.; Virginia Polytechnic Inst. and State Univ., Blacksburg. Extension Div.

Spons. Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 75

Note—78p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Career Education, \*Community Development, Community Services, Cooperatives, \*Decision Making, Ecology, Economic Development, Housing, Leadership Training, Local Government, \*National Programs, Program Descriptions, Public Affairs Education, Recreation, \*State Surveys, \*Youth Programs

Identifiers—4 H Clubs

State progress reports on the 4-H/Community Development program, a 1973 nationwide Federally sponsored program facilitating youth in community decision-making processes, indicate that the program appears to be evolving into a viable and integral part of the total 4-H program. Although the report describes unique program features of various States, statistical information is provided only on the 12 States which included their total number of youth participants in the State progress reports—Alabama, Arkansas, California, Georgia, Iowa, Kentucky, Michigan, New Mexico, North Carolina, North Dakota, Virginia, and West Virginia. The main approaches to launching programs were through regular 4-H programs and interorganizational involvement. They focus on specific problems or geographic areas. Ten suggested definitions of program areas include: leadership development; public affairs; taxation and local government; housing; manpower and career development; recreation and tourism; environment and ecology; business, industrial, and economic development; cooperatives and credit unions; and community facilities and institutions. About half of the report consists of various State program examples of: workshops, community planning, citizenship programs, a model city council, job and career programs, county clean-ups, Main Street beautifications, a blood donation campaign, hunter safety program, and a cultural heritage presentation. (EA)

ED 111 938 CE 004 645

**Education and Working Life in Modern Society.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 75

Note—45p.; A Report by the Secretary-General's Ad Hoc Group on the Relations Between Education and Employment

Available from—Director of Information, OECD, 2 rue Andre-Pascal, 75775 Paris Cedex 16, France (\$2.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Advisory Committees, \*Change Strategies, Communication Problems, \*Developed Nations, Educational Accountability, \*Educational Policy, Employment Problems, Equal Education, Equal Opportunities (Jobs), \*Human Development, Individual Development, International Organizations, Labor Market, Manpower Development, National Surveys, Policy Formation, Program Coordination, Reports, School Industry Relationship, \*Vocational Development

Identifiers—OECD, Organisation for Economic Cooperation Development

The report, requested of six experts appointed by the Organisation for Economic Cooperation and Development (OECD), (1) surveys the relations between the educational system and working life in the light of social objectives in the 24 OECD countries in the 1970's, and (2) advises those countries, proposing subjects and methods of cooperation between the relevant public authorities and between them and the employers, trade unions, and other social groups. The report contains 25 specific recommendations grouped under three broad headings: (1) a positive policy for working life, (2) an integrative policy for education, and (3) more options for the individual within a free-choice society. The experts found the quality of working life not keeping pace with individuals' capacities and aspirations, and recommended a policy that involves better jobs, more flexible working arrangements, more chance for participation, and more equity in advancement; found too many disadvantaged persons in the labor market, and recommended measures to create greater opportunities for these persons; found unwise separations between education and work, and recommended recurrent education; found too many rigidities imposed on individuals' lives and recommended more options; found inequities in educational opportunities, and recommended comprehensive schools; and found little communication among educational and labor market authorities, and recommended mechanisms for joint consultation. (Author/AJ)

ED 111 939 CE 004 646

**Interdisciplinary Approach to Career Development**

through a Program of Occupational Education.

Russellville City School System, Ala.

Pub Date 30 Jun 73

Note—286p.

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—\*Career Education, Class Activities,

\*Curriculum Guides, Daily Living Skills, Demonstration Programs, Elementary Education, \*Integrated Curriculum, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Learning Activities, Resource Guides, Secondary Education, Senior High Schools, Teacher Developed Materials, Teaching Guides, Unit Plan, \*Units of Study (Subject Fields), \*Vocational Education

The document consists of teaching outlines which one school district's teachers developed and used in the early stages of an exemplary program to provide students with occupational information and to guide and instruct them in career development. The first 50 pages contain general materials: an activity calendar, a guide to exemplary programs, and a resource guide. Most of the document is comprised of instructional unit outlines: several for grade levels 4-6 (each planned to span six weeks); 36 lessons for grades 7 and 8; 36 lessons for ninth grade vocational education courses (each planned to span one week); additional ninth grade materials for integrating occupational information into academic subjects; and two interdisciplinary units for grades 10-12, one of six weeks' duration (Personal and Family Relationships), and one of three weeks' duration (Legal Aspects of Daily Life). Compensatory units, without grade level, in mathematics and communications are offered for vocational education students. Units include a topic outline, teaching/learning activities, and learning resources. The final section of the document concerns program evaluation; a progress report and the review team's evaluation instrument with findings are included. (AJ)

ED 111 940 CE 004 659

**Cooperative Work Experience Handbook: Part I.**

[and] Information Packet.

Dependents Schools (DOD), Washington, D.C.

European Area.

Report No.—USDESEA-PAM-352-602

Pub Date 1 Feb 75

Note—115p.; For related documents, see CE 004 660 and CE 004 662-669; Twelve wall charts supporting the guides are available from: Directorate, United States Dependents Schools, European Area, Dept of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors**—\*Administrator Guides, \*Cooperative Education, Cooperative Programs, Counselor Role, Educational Objectives, Evaluation Criteria, Facility Requirements, Instructor Coordinators, Program Coordination, \*Program Development, Program Planning, Records (Forms), \*Resource Materials, Secondary Education, Site Selection, Vocational Education, \*Work Experience Programs

**Identifiers**—US Dependent Schools European Area, USDESEA

The handbook is intended to assist the Cooperative Work Experience (CWE) coordinator in the initiation and operation of a CWE program in U.S. Dependent Schools in the European Area (USDESEA), and allows for the many diverse and unique situations found in the USDESEA schools. Also applicable to other secondary level work experience programs, it includes basic information regarding philosophy, educational requirements, job site selection, activities, evaluation criteria, roles of program personnel, and other important factors in supervising the CWE program. A 47-page section provides copies of essential forms, current regulations, and other sample documents essential to the CWE program. The information packet discusses overall objectives and depicts students participating in various job-related CWE program activities. (MW)

**ED 111 941** 95 CE 004 660  
**Cooperative Work Experience Handbook: Part 2. Directed Activities.**

California Polytechnic State Univ., San Luis Obispo.; California State Dept. of Education, Sacramento. Div. of Vocational Education; Dependents Schools (DOD), Washington, D.C. European Area.

**Spons Agency**—Office of Education (DHEW), Washington, D.C.

**Report No.**—USDESEA-PAM-352-602

**Pub Date** 1 Feb 75

Note—191p.; For related documents, see CE 004 659 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
**Descriptors**—Activity Units, \*Career Education, Cooperative Education, Curriculum Guides, Educational Objectives, \*Individual Development, \*Instructional Materials, Interpersonal Competence, Job Application, \*Learning Activities, Relevance (Education), Secondary Education, Self Actualization, Self Evaluation, Teaching Procedures, Vocational Development, Work Attitudes, \*Work Experience Programs

**Identifiers**—US Dependent Schools European Area, USDESEA

The handbook contains curriculum objectives, suggests directed activities for the United States Dependent Schools in the European Area (USDESEA) Cooperative Work Experience Program, and provides information and guidance for instructor/coordinators and supporting staff. Designed chiefly for small group instruction, the activities can also be modified for use in outside assignments, individual projects, and work experience classes. The handbook is organized according to the following goals: relevance, self-actualization, self-evaluation, interpersonal relations, and job application. Units are outlined within each of these topical divisions and include estimated time of completion, notes to the teacher, suggested activities, reproducible forms and worksheets, and instructional materials. (MW)

**ED 111 942** CE 004 662  
**Health/Cosmetology, Career Education Guide.**  
 Dependents Schools (DOD), Washington, D.C. European Area.

**Report No.**—USDESEA-Man-352-356-6

**Pub Date** 1 May 74

Note—157p.; For related documents, see CE 004 659-660 and CE 004 663-669; Twelve wall

charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
**Descriptors**—Behavioral Objectives, \*Career Education, \*Cosmetology, Course Descriptions, \*Curriculum Guides, Dental Assistants, Health Occupations Education, \*Health Services, Individualized Curriculum, Instructional Materials, Job Training, Laboratory Procedures, Learning Activities, Secondary Education, Vocational Education

The curriculum guide is designed to provide students with realistic training in theory and practice within the secondary educational framework and prepare them for entry into an occupation or continuing postsecondary education. The learning modules are grouped into branches pertaining to the broad categories of health services and cosmetology. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The health occupations curriculum covers the following topics: personal awareness, fundamental health care and first aid, sciences, understanding human behavior, body mechanics, diagnostic data collection, pharmacology, therapeutic procedures, patient care, advanced nursing skills, advanced clinical skills, medical/dental office skills, dental anatomy and physiology, sterilization and disinfections, dental materials, laboratory procedures, chairside procedures, and dental radiology. The cosmetology curriculum covers: hand and foot care; hair pieces; hair, scalp, and facial treatment; facial makeup; distributive education skills; electricity and light therapy; hair coloring; hair shaping; hair waving and relaxing; hair styling; and shop operation. Since the curriculum calls for individualized learning, the program can range from one semester to two years of training. (MW)

**ED 111 943** CE 004 663  
**Graphic Communications, Career Education Guide.**

Dependents Schools (DOD), Washington, D.C. European Area.

**Report No.**—USDESEA-Man-352-356-5

**Pub Date** 1 May 74

Note—113p.; For related documents, see CE 004 659-660 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors**—Behavioral Objectives, Career Education, Course Descriptions, \*Curriculum Guides, Drafting, \*Graphic Arts, Instructional Materials, Job Training, Laboratory Procedures, Learning Activities, \*Photography, \*Printing, \*Reprography, Secondary Education, Trade and Industrial Education

The curriculum guide is designed to provide students with realistic training in graphic communications theory and practice within the secondary educational framework and to prepare them for entry into an occupation or continuing postsecondary education. The program modules outlined in the guide have been grouped into four areas: printing, photography, design and detailing, and office reproduction. A schematic laboratory layout shows key relationships of various activity zones in the lab and, to aid in the separation of these into discrete units, a functional zone schematic has also been included. Each unit plan includes a description of the topic, time required, behavioral objectives, module outline, curriculum materials list, laboratory activities, and materials needed. The following topics are presented: artwork; image assembly; photo-conversion; image carrier preparation; image transfer (offset); lithographic platemaking; color separation; finishing procedures; line, halftone, and still photography; cinematography; beginning, intermediate, and advanced drafting; fluid duplicating; duplicator operation; master imaging; office artwork preparation; stencil typing and imaging; mimeograph operation 1 and 2; decision making; and image transfer (letterpress). Appendices include: activity groups and rotation schedule, student contracts, and laboratory supply lists. (MW)

**ED 111 944** CE 004 664  
**Automotive Technology, Career Education Guide.**  
 Dependents Schools (DOD), Washington, D.C. European Area.

**Report No.**—USDESEA-Man-352-356-1

**Pub Date** 1 May 74

Note—120p.; For related documents, see CE 004 659-660 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors**—Auto Body Repairmen, \*Auto Mechanics, Auto Mechanics (Occupation), Behavioral Objectives, \*Career Education, Course Descriptions, \*Curriculum Guides, \*Engines, Instructional Materials, Job Training, Laboratory Procedures, Learning Activities, Mechanics (Process), Secondary Education, Trade and Industrial Education, \*Welding

The curriculum guide is designed to provide students with realistic training in automotive technology theory and practice within the secondary educational framework and to prepare them for entry into an occupation or continuing postsecondary education. The learning modules are grouped into three areas: small engines, automotive technology, and welding. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The automotive occupations curriculum covers the following topics: basic small engine operation and construction, motorcycle repair, rotary engine power mechanics, marine engine repair, automobile operation and construction, basic tune-up, basic engine operation and construction, brake systems, power transmission systems, engine overhaul and repair, fuel system, electrical system, ignition systems, automotive parts, automotive maintenance, painting fundamentals, painting applications, body repair, welding, welding fundamentals, basic fusion and nonfusion processes, reading shop drawings, arc welding, gas welding, cutting, welding applications, and inert gas shielded-arc welding. The document concludes with facility layouts of functional auto mechanics, small engines, and welding laboratories. (BP)

**ED 111 945** CE 004 665  
**Computer Technology, Career Education Guide.**  
 Dependents Schools (DOD), Washington, D.C. European Area.

**Report No.**—USDESEA-MAN-352-356-3

**Pub Date** 1 May 74

Note—47p.; For related documents, see CE 004 659-660 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Behavioral Objectives, \*Career Education, Computer Oriented Programs, \*Computers, \*Computer Science Education, Course Descriptions, \*Curriculum Guides, \*Data Processing, Instructional Materials, Job Training, Laboratory Procedures, Learning Activities, Programming, Programming Languages, Secondary Education

The curriculum guide is designed to provide students with realistic training in computer technology theory and practice within the secondary educational framework and to prepare them for entry into an occupation or continuing postsecondary education. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The computer technology curriculum covers the following topics: computer careers in perspective (orientation), data preparation (media and forms), preparing paper tape, preparing mark-sense cards, preparing punched cards, computer familiarization, computer software, computer operation, computer programming, writing BASIC, other computer languages, systems analysis, systems programming, and computer center management. The document concludes with the facility layout of a suggested computer laboratory. (BP)



**ED 111 946** CE 004 666

**Business/Clerical/Sales, Career Education Guide.**  
Dependents Schools (DOD), Washington, D.C.  
European Area.

Report No.—USDESEA-MAN-352-356-2

Pub Date 1 May 74

Note—77p.; For related documents, see CE 004 659-660 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept. of the Army, APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4).

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Behavioral Objectives, \*Business Education, \*Business Skills, Business Subjects, \*Career Education, Course Descriptions, \*Curriculum Guides, Instructional Materials, Job Training, Laboratory Procedures, Learning Activities, \*Office Machines, Office Occupations Education, Office Practice, Secondary Education.

The curriculum guide is designed to provide students with realistic training in business/clerical/sales theory and practices within the secondary educational framework and to prepare them for entry into an occupation or continuing postsecondary education. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The clerical/business/sales occupations curriculum covers the following areas: introduction to business, typing 1 (beginning), speed writing, typing 2 (beginning applications), PBX operation skills, business filing, English for business communications, beginning shorthand, machine transcription, intermediate shorthand, typing 3 (advanced applications), magnetic tape typing, advanced shorthand, typing 4 (executive specialties), business mathematics, record keeping, 10-key calculators, full-key calculators, beginning accounting, accounting machine operation, intermediate accounting, advanced accounting, distributive education skills, and orientation to job entry. The modules are meant to be used in coordination with other elements in the series: graphic communications, health/cosmetology, and computer technology. The document concludes with a suggested facilities layout including physical descriptions and diagrams. (BP)

**ED 111 947** CE 004 667

**Electricity/Electronics, Career Education Guide.**  
Dependents Schools (DOD), Washington, D.C.  
European Area.

Report No.—USDESEA-MAN-352-356-4

Pub Date 1 May 74

Note—101p.; For related documents, see CE 004 659-660 and CE 004 662-669; Materials referred to in the guide are available from Electronic Aids, Inc. (EA), c/o Mycom Media Corporation, 2175 Greenspring Dr., Timonium, Maryland 21093; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept. of the Army, APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4).

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Behavioral Objectives, \*Career Education, Course Descriptions, \*Curriculum Guides, Electrical Systems, Electric Circuits, \*Electricity, Electromechanical Technology, \*Electronics, Instructional Materials, Job Training, Laboratory Procedures, Learning Activities, Radio Technology, Secondary Education, Television, Trade and Industrial Education, Transistors.

The curriculum guide is designed to provide high school students with realistic training in electricity/electronics theory and practice and to prepare them for entry into an occupation or continuing postsecondary education. The learning modules are grouped into three areas: electrical technology, radio-television technology, and industrial electronics. All modules in the outline are keyed to Electronic Aids, Inc. materials programs and equipment. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The electricity/electronics curriculum covers the following topics: consumer

electricity, elements of electricity, electrical wiring and equipment skills, principles of electricity, lighting and alarm installation skills, electro-mechanical control systems, elements of fluid control systems, motor services skills, motor control skills, elements of electronics, basic electricity/electronics skills, principles of electronics, transistor fundamentals, transistor applications, transistor and logic skills, office machine repair skills, fundamentals of AM receivers, AM receiver skills, fundamentals of FM receivers, FM receiver skills, principles of television, integrated circuit design, and logic circuit design. The document concludes with a suggested facilities layout of an electronics/electricity laboratory and an equipment list. (BP)

**ED 111 948** CE 004 668

**Dependents Education: Career Education Grades 9-12. Appendix A: United States Occupational Manpower and Training Needs, with Emphasis on the 17-20 Year Old Population.**

Dependents Schools (DOD), Washington, D.C.  
European Area.

Report No.—USDESEA-Pam-352-356-7

Pub Date 1 Jun 74

Note—37p.; Not available in paper copy due to small typeface of Table 3

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Demand Occupations, \*Employment Opportunities, Employment Patterns, \*Employment Projections, \*Employment Statistics, \*Manpower Needs, Occupational Surveys, Statistical Data, Tables (Data), \*Youth Employment.

The document provides statistics related to 1970-80 United States occupational manpower and training needs, with emphasis on the 17-20 year old population. It consists of three tables on: (1) U. S. employment by occupation—1970 and projected 1980 requirements; (2) increase in employment to 1980 and opportunities for 17 and 20 year olds, by percent (rank order) and number of jobs; and (3) training requirements for typical job classifications and related annual course completions for job opportunities available to 17-20 year olds. Also provided is an analysis of the manpower data as related to: job market projections, occupational projections ranked by percentage increase, opportunities related to seven occupational areas, opportunities not covered by the seven occupational areas, and entry requirements and manpower supply. (BP)

**ED 111 949** CE 004 669

**Job Briefs, Career Education Guide.**  
Dependents Schools (DOD), Washington, D.C.  
European Area.

Report No.—USDESEA-MAN-352-356-7

Pub Date 1 May 74

Note—311p.; For related documents, see CE 004 659-660 and CE 004 662-668

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

Descriptors—\*Career Education, Career Opportunities, Employment Qualifications, Entry Workers, Guides, Job Market, \*Occupational Clusters, Occupational Guidance, \*Occupational Information.

The document contains 288 one-page job descriptions based on 1973 information for the following 11 career clusters: automotive technology, business/clerical/sales, computer technology, electricity/electronics, graphic communications, health/cosmetology, agriculture/conservation, artistic/literary/music, mechanical/transportation/construction, scientific/mathematics/medicine, and social/personal services. Each job brief consists of a brief job description, a list of related occupations, job related high school subjects, and additional information related to educational requirements, work experience requirements, career ladders, and beginning salaries. (BP)

**ED 111 950** CE 004 674

**Bolton, Mary G.**  
**Re-Entry Women: Some Programmatic Considerations.**

California Univ., Davis.

Pub Date [75]

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adult Learning, \*Adult Students, Counseling, \*Course Descriptions, \*Females, Role Conflict, Self Concept, \*Special Programs, Study Skills, Testing.

Identifiers—\*Reentry Students, University of California (Davis).

A six-week course titled "You Too Can Return to College" at the University of California at Davis is designed to assist adult women reentering college. Returning women were found to be lacking in confidence, had low self-expectations, and needed specialized counseling. The reassessment course is offered through the Extension Division of the university, with the campus Learning Assistance Center participating in a supportive role. Course activities include: group sharing, interest/aptitude testing, writing a life diary, role perception, study skills, test interpretation, career opportunities, interviewing and resume information, discussion of opportunities for academic experience, and a concluding personal interview. Several aspects of the program in which the Learning Assistance Center can be especially helpful to the reentering woman involve time management geared to the student/wife/mother role, tips on note taking and improving verbal skills, and the availability of informally structured support groups. Learning assistance centers can be a valuable component in programs for reentry women by assisting in recovering skills for effective learning. (EA)

**ED 111 951** CE 004 675

Hanlon, J. William

**Future Shock—Education 1984: The Economists' Viewpoint.**

Pub Date 1 Dec 73

Note—8p.; Paper presented to the Industrial Arts Division of the American Vocational Association (December 1, 1973)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Economic Change, \*Education, Educational Accountability, Educational Change, \*Educational Economics, Educational Strategies, \*Futures (of Society), \*Resource Allocations, \*Role Perception.

Education, like other institutions of our society, is susceptible to "future shock", the inadequate preparation for a radically different future. Our nation is on the threshold of an age of scarcity, and the impact on education will be the accelerated demands for educators to justify their use of resources based on impersonal objective criteria. Education's favored past status in the resource allocation process will continue to deteriorate as shrinking funds are allocated to education. However, educators can objectively justify the use of scarce resources by applying economic theory and method. Some standard economic models adaptable to education are: (1) production function (the relationship between input and output), (2) production possibilities model (relationships between alternative products), (3) economies to scale (relationships between cost and the size of the producing unit), (4) labor to capital ratio (amount of labor relative to capital used in the production process), and (5) multiproduct production (simultaneous production of products by the producing unit). Progress in resource allocation problems is evident in needs assessment programs, accountability studies, criterion-referenced instruction, performance objectives, the Coleman Report, and similar studies. Continued and expanded efforts are necessary to immunize education from "future shock". (EA)

**ED 111 952** CE 004 677

**MOBRAL—The Brazilian Adult Literacy Experiment. Educational Studies and Documents No. 15.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—73p.

Available from—UNESCO Publications Center, P.O. Box 433, New York, New York 10016 (\$2.65)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Adult Basic Education, Adult Education Programs, \*Adult Literacy, \*Developing Nations, Educational Needs, Foreign Countries, Functional Literacy, \*National Programs, \*Program Descriptions.

Identifiers—\*Brazil

The Brazilian Literacy Movement (MOBRAL—El Movimento Brasileiro de Alfabetização de Adultos) is discussed in terms of its legal and conceptual bases, organization, participants, technical aspects, and effectiveness. Established

by law December 15, 1967 to lower the illiteracy rate in Brazil by improving educational opportunities for the population, it has established four main programs: (1) functional literacy teaching, providing six months of primary education; (2) integrated education, a year-long supplement to primary education; (3) community development, two months of community oriented education; (4) cultural MOBIL, reaching Brazilians through mobile libraries, radio, correspondence courses, and cultural posts. Background is given on the educational and economic problems of Brazil and their interrelationship. Literacy teachers, by the end of 1972, had involved one out of every six Brazilians aged 15 or over in MOBIL activities. Initial success has been attributed to: government interest on the local, State, and national level; technical and financial independence; and the availability of educational materials and teachers. Tables give illiteracy rates in terms of region, age group, and sex. Five appendices provide texts of the law establishing MOBIL, regional and municipal agreements, a list of teaching materials used, and a bibliography. (LH)

**ED 111 953** CE 004 679  
Project ADAPT: Report Number 1: Description and Review of the MIT Orientation Program: [And Appendix].

Massachusetts Inst. of Tech., Cambridge. Dept. of Urban Studies and Planning.

Spons Agency—National League of Cities, Washington, D.C.; United States Conference of Mayors, Washington, D. C.

Pub Date 15 Oct 71

Note—212p.; For Report Number 2, see ED 070 814

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
Descriptors—\*Aerospace Industry, \*Career Change, Job Layoff, Job Tenure, Manpower Development, \*Manpower Utilization, Occupational Mobility, Participant Characteristics, \*Program Descriptions, \*Program Evaluation, Retraining, Scientific Personnel, Vocational Retraining

Identifiers—\*Project ADAPT

The report of Project ADAPT (Aerospace and Defense Adaptation to Public Technology), describes the design, execution, and forthcoming evaluation of the program. The program's objective was to demonstrate the feasibility of redeploying surplus technical manpower into public service at State and local levels of government. The development of the program is outlined and the program's participants are described in terms of their socioeconomic, educational, and professional characteristics, and some potentially significant subgroups are identified. A detailed day-by-day account is provided of the four week-long orientation periods, focusing on: urban growth and development, environment and technology, design and delivery of social services, and agency management and change. A detailed analysis is given of the program's design, logistics, and components, each component being discussed in terms of intent, description, and critique, which includes participant comments. The program evaluation is discussed from two points of view: concurrent monitoring and evaluation and post-orientation monitoring and evaluation. Conclusions and recommendations are made for the development of specific guidelines for future programs, the program's structure, and personal and job development. The 121-page appendix includes study aids, rosters of faculty, staff, and enrollees, program schedules, and bibliographies. (BP)

**ED 111 954** 95 CE 004 688

Thorson, James A., Ed. Payne, Barbara P., Ed.  
Political Responses to Aging.

Georgia State Univ., Atlanta.; Georgia Univ., Athens.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 74

Note—79p.; Proceedings of the Annual Georgia Conference on Aging (1st. Georgia State University, Atlanta, May 9-10, 1974)

Available from—University of Georgia, Center for Continuing Education, Athens, Georgia 30602 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Futures (of Society), Goal Orientation, \*Older Adults, Political Issues, \*Political Power, \*Politics, Social Services, State Legislation, State Programs

Identifiers—Georgia, \*Quality Of Life

The proceedings of the First Annual Georgia Conference on Aging contains five papers, reports from discussion groups, and transcripts of a panel discussion. The focus was on the encouragement of self-advocacy and the identification of achievable goals among older adults in order to generate some of the basic political changes that will improve the life chances of the elderly. The proceedings' contents include: Introduction, Barbara P. Payne; The Development of Services for Older Georgians, Mary Kay Jerigan; Contributions to the Quality of Older Persons' Lives: Realistic Expectations, Frank Hughes; Political Responses of the Aged: Research Findings, Robert H. Binstock; Achievable Goals for Older Georgians: Reports from Discussion Groups; The Senior Center and the City of Atlanta, a Panel Discussion, Al Horvath, moderator; The Revolution of the Elders, Margaret E. Kuhn; and The Future of Contributions to the Quality of Older Persons' Lives, David G. Salten. (JR)

**ED 111 955** CE 004 690

Bergevin, Paul McKinley, John  
Participation Training for Adult Education.

Pub Date 65

Note—108p.

Available from—The Bethany Press, 2640 Pine Blvd., Box 179, St. Louis, Missouri 63166 (\$2.50)

**Document Not Available from EDRS**

Descriptors—\*Adult Education, Adult Education Programs, Adult Educators, Group Discussion, \*Group Dynamics, \*Leaders Guides, Leadership Training, Participant Involvement, \*Teaching Methods, \*T Groups, Training Techniques

Identifiers—\*Group Participation Training

Participation Training for Adult Education serves as a manual, guide, and resource for leaders and participants interested in establishing a program of adult learning called group-participation training. Goals emphasize participants learning about themselves as learners, how they relate to and can help others, and exploring the dynamics of a learning situation and how it can be made more effective. Based on successful experience, the information is arranged in chapters, covering the following topics: (1) Participation Training: Preliminary Questions and Organization, discussing types of meetings, resources involved, and purpose of program; (2) Roles of Participants, describing the functions of discussion leaders, co-leader and/or recorder, group participant, observer, resource person, and trainer; (3) Elements of Structure: Topic, Goals and Outline, dealing with the dynamics of discussion; (4) Conducting the Training Sessions, providing a detailed guide for the trainer in establishing effective conditions for participation; and (5) Some Common Problems in Training Sessions, suggesting problem solving techniques for trainer and participants. A schedule of events for a weekend training program with detailed descriptions of each session, a checklist for conducting critiques, and a glossary of terms are appended. (LH)

**ED 111 956** CE 004 698

Gilbertson, O. S. And Others  
Involvement of Vocational Agriculture Students in Vocational Education Student Organizations.

Pub Date Jun 75

Note—79p.; Appendix B, data collection instruments, does not reproduce well

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Data Analysis, Faculty Advisors, Group Membership, High School Students, Questionnaires, Role Perception, \*Student Organizations, \*Student Participation, Tables (Data), \*Vocational Agriculture

Identifiers—California, \*Future Farmers of America

The major purpose of the study was to determine the basic reasons for nonparticipation of California vocational agriculture students in the Future Farmers of America (FFA) organization and to develop strategies for increasing membership percentages. After calculating a 1973-74 FFA membership percentage for each California school, schools were assigned to a high/medium/low membership group. Students enrolled in vocational agriculture classes in 19 randomly selected California high schools were the target population; FFA advisors at each school randomly selected two vocational agriculture classes

for participation. Data were collected by classroom administered questionnaires from 504 students and by local FFA advisor questionnaires. Five vocational agriculture teachers reviewed the data analysis, providing interpretation, discussion, and subsequent recommendations. Data showed significant differences in FFA member and non-member responses on some topics as well as similar responses to a number of topics. No single statement appeared indicative of reasons for low membership percentages. Chapters 3, 4, and 5 provide in-depth coverage of findings, discussion, and recommendations. More than half of the document is appendixes, consisting of data collection instruments (student and advisor questionnaires) and 58 statistical tables for the student questionnaire. (EA)

**ED 111 957** CE 004 699

Tengstrom, Anders

Patterns of Health Care and Education in Sweden. Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—41p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$2.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Organization, Educational Policy, Foreign Countries, \*Health Occupations Education, \*Health Services, \*Medical Education, \*National Programs, Nurses, Physicians, \*Program Administration, Public Health

Identifiers—Sweden

The organization and functioning of Sweden's government controlled public health and health personnel educational systems are detailed in the report. The functions of the organizations involved in health care delivery are described. The delivery of health care is carried out at the county level. Regional hospitals provide more specialized services. Figures on in-patient and out-patient capacity, costs, and number of health care workers are presented. The organization of Skaraborg county is given as illustrative of welfare and medical services provided. Information collected by the National Center for Statistics and feedback from health personnel and hospitals form the basis for health planning accomplished at the national and regional levels. The educational system is discussed with reference to: (1) requirements for admission to State-run institutions of higher learning, (2) medical education and research at the universities, (3) education of physicians and nurses (detailed in various phases with the use of flow charts), and (4) education of other health personnel and new branches of education. Coordination between agencies involved in educational planning and long-term health planning is pointed out. Finally, the relationship between research and policy planning at various levels is briefly shown. (MS)

**ED 111 958** CE 004 700

Chester, T. E.

Organisation for Change: The British National Health Service.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—44p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$2.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Foreign Countries, \*Health Personnel, \*Health Services, Management Education, Medical Education, Medical Services, \*National Programs, \*Organizational Change, Organizational Effectiveness, Program Evaluation, \*Vocational Retraining

Identifiers—England, The National Health Service

Begun in 1948, The National Health Service was organized in a "functional" pattern of three main groups: hospital service, primary health care, and community health services and personal social services. Dissatisfaction led to a reorganization in 1974 along geographical divisions for region, area, and district levels, necessitating a managing staff. New organizational problems presented themselves: (1) the need for training

management personnel and community physicians and (2) decision-making based on consensus rather than authoritative hierarchical status. The Department of Health entered into agreement with eight educational centers in various parts of England to sponsor four types of training: multiprofessional integration courses for all types of senior staff, courses for voluntary members of the new health authorities, programs for clinicians to prepare them for management roles, and courses for Medical Officers of Health and their medically qualified staffs in preparation for their role as community physicians. The costs of the residential courses were to be borne by the Department of Health. (The program at the University of Manchester is described in detail.) An evaluation of the program arrived at a positive assessment. (Outcomes of the program are viewed from three perspectives: the National Health Service, the universities, and the government.) (AG)

ED 111 959 CE 004 701

Porter, Lyman W. Dubin, Robert

**The Organization and the Person: Final Report of the Individual-Organizational Linkages Project.** California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—NR-151-315

Pub Date Jul 75

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Behavioral Science Research, Career Opportunities, \*Employee Attitudes, Employer Employee Relationship, Employment, Expectation, Failure Factors, Individual Characteristics, Job Development, \*Job Satisfaction, Labor Turnover, Motivation, Organizational Climate, Performance Factors, Persistence, Success Factors, \*Vocational Adjustment, \*Work Attitudes, Work Environment. What factors affect the attachment of employees to their work and work organization? What are the consequences of attachment or lack of it? The report summarizes the broad findings of a long-term research project designed to examine attitudinal and behavioral aspects of individual-organization linkages, conceived in two broad categories—the acts of joining and remaining employed by the organization, and the person's degree of attachment while employed. Employee turnover received particular research attention in the first category; indexes of employee motivation, organizational commitment, and job satisfaction received particular attention in the second category. Dependent variables considered were job attitudes, turnover and absenteeism, and job performance. The major findings of the specific studies which comprised the project are presented in the context of these categories, in terms of the variables' relationships. The implications for organizations are: focus on pre-entry expectations of new members, monitor their early organizational experiences, determine where commitment to the organization is most crucial and concentrate attention there, develop suborganization attachment, create jobs with greater scope, discover job dimensionality, and individualize incentives. The titles of the project's technical reports and publications are appended. (Author/AJ)

ED 111 960 CE 004 702

Towne, Douglas C.

**A Sample of Ongoing Career Education Curriculum Development Activities of Federal Agencies.** Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Federal Interagency Committee on Education, Washington, D.C.

Pub Date 25 Oct 72

Note—118p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Career Education, \*Curriculum Development, \*Federal Programs, Manpower Development, \*Program Descriptions, Vocational Education. The report surveys curriculum development projects existing in 1972 in seven Federal agencies relating to vocational/technical, manpower, adult, and career education. It describes a variety of ways (ranging from personal visitation to utilization of existing publications) in which data

can be obtained without undue requests for assistance from the cooperating Federal agency personnel. The bulk of the report consists of descriptions of 90 projects obtained from the following Federal agencies (with the number of projects reported in parentheses): National Institutes of Health, Bureau of Allied Health Manpower Education (47); Social Rehabilitation Service (17); Department of Labor, Manpower Administration (3); Environmental Protection Agency (6); National Oceanic and Atmospheric Administration, Office of Sea Grants (5); United States Coast Guard (2); and Civil Service Commission (10). The descriptions appear as one-page resumes containing: accession number, date, instructional classification, title (with beginning and terminal dates), director, agency contact, source of funding, media, orientation, subject content, and comment (audience, major emphasis, evaluation, distribution). The report concludes with recommendations for conducting further surveys into curriculum development programs in Federal agencies. Attachments include instructional classification code titles, a media terminology control list, and sample project resume forms. (JR)

ED 111 961 CE 004 703

Andrisani, Paul Kohen, Andrew I.

**Career Thresholds: A Longitudinal Study of the Educational and Labor Market Experience of Male Youth. Volume Five.**

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Apr 75

Note—91p.; Vol. 1 of the study is available as MP 000 718 (ERIC Manpower Research Studies); Vols. 2, 3, and 4 are available as ED 047 104, ED 054 336, and ED 074 280

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Blue Collar Occupations, Caucasians, \*Collective Bargaining, Comparative Analysis, Educational Background, \*Employment Experience, Employment Statistics, Labor Market, Labor Unions, \*Longitudinal Studies, \*Males, Negroes, Participant Characteristics, \*Racial Differences, Tables (Data), Unemployment, Union Members, Wages, Young Adults, Youth Employment.

This study deals with the impact of collective bargaining coverage on the 1969-70 labor market experience of young men in blue collar jobs. Specifically examined is the impact of collective bargaining on five dimensions of the labor market experience: (1) hourly rate of pay, (2) hours worked per week, (3) susceptibility to unemployment, (4) duration of unemployment, and (5) growth in hourly earnings. Additionally, the relationship between collective bargaining coverage and racial differentials in these dimensions is explored. Sections deal with: gross union-nonunion differences in labor market experience; union-nonunion differences in personal (including educational background) and situational characteristics; net effects of collective bargaining on earnings and labor market experience; and comparison of racial differences in the union and nonunion sectors. Data on the five dimensions are presented according to major occupation group and race. Two major conclusions are: (1) collective bargaining coverage has considerable net impact on earnings of all workers studied, and (2) unionized blacks experience less unemployment than nonunionized blacks. Appended are: tables showing regression results; a 33-item bibliography; a glossary; an account of sample attrition; a description of sampling, interviewing, and estimating procedures; and the 22-page Census Bureau survey instrument used for interviews in 1970. (MS)

ED 111 962 CE 004 704

Ryan, Charles W. Young, Jon I.

**Influences on the Career Development of Elementary School Children.**

Maine Univ., Orono. Coll. of Education.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.

Report No.—C-73-1

Pub Date Sep 73

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Attitude Tests, \*Childhood Attitudes, Childrens Books, \*Elementary School Students, Occupational Aspiration, \*Occupational Information, Reading Materials, Sex Stereotypes, Tests, \*Textbook Evaluation, \*Vocational Development

Identifiers—Maine, Occupational Knowledge Testing, \*Old Town Maine School System

To provide guidelines for educators who plan career development in school programs, this research studied the influences on career development of young children. Evidence was sought to determine how the world of work is presented to children in the elementary reading texts and materials. Samples of reading materials used in the elementary classrooms of the Old Town, Maine school system were analyzed and each student in grades 2, 4, and 6 was administered an occupational knowledge test to measure attitudes and knowledge of occupations and perceptions of sex-identified occupations. Data revealed that reading materials had little effect on the child's views of various occupations as measured by correlation between knowledge and preference. Older elementary students showed less prejudice about sex stereotyped occupations than did the younger students. Included in the appendix is Roe's Scheme for Classification of Occupations and a 10-page Career Inventory for the elementary grades. (Author/MU)

ED 111 963 95 CE 004 705

Ryan, Charles W. Cook, Keith E.

**Counseling Skills for Community Helpers.**

Maine Univ., Orono. Div. of Counselor Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 74

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Communication Skills, Community Organizations, Counseling, Counseling Programs, \*Counselor Training, Depressed Areas (Geographic), \*Disadvantaged Youth, Economically Disadvantaged, Participant Satisfaction, Pilot Projects, \*Program Descriptions, \*Program Evaluation, \*Rural Areas, Tables (Data), Training Objectives

Identifiers—\*Maine

The project was designed to provide counseling services for children in poverty areas by preparing community educators to function as counselors. Participants were counselors, teachers, administrators, and employees of helping agencies (Boy Scouts, YMCA, YWCA, etc.) from two school administrative districts evidencing poverty-related problems. The methods and materials employed combined those of the Carhuff approach and those developed by the University of Maine. Specific participant goals were: (1) improvement of communication skills, (2) acquisition of basic theoretical knowledge of counseling, and (3) attainment of pragmatic skills necessary for counseling youth. Four performance objectives giving direction to program activities are described in detail. The program consisted of 15 weekly sessions, each centering on a basic topic (listed in the report) emphasizing interaction between participants and staff. Participants showed gains in making helping responses and using counseling skills as measured by a pre-post test. Sanford's anecdotal Counseling Questionnaire. Responses to an open-ended questionnaire administered at the end of the project are tabulated item by item with appropriate discussion, indicating that participants felt the project was generally successful. Implications for counseling in rural areas are considered briefly along with eight specific recommendations for future programs. (MS)

ED 111 964 CE 004 707

Work, Gerald G. And Others

**Career Education Within the University of Maine System: A Status Study.**

Maine Univ., Orono. Coll. of Education.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.

Report No.—C-74-1

Pub Date Jun 74

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Career Education, Educational Administration, \*Educational Assessment, Educational Programs, Educational Research, \*Educational Status Comparison, Evaluation Criteria, \*Evaluation Methods, Higher Education, \*Institutional Role, Interviews, Literature Reviews, Program Evaluation, State Universities



## Identifiers—\*Maine

In order to provide for comprehensive career education needs with appropriate models, it is first necessary to assess the present situation. The purpose of the study was an assessment of the status of career education on the University of Maine's campuses at Augusta, Farmington, Fort Kent, Machias, Orono, Portland-Gorham, and Presque Isle. The methodology (tape-recorded interviews employing a questionnaire format) and interview analysis (campus vignettes and system-wide analysis) are briefly discussed. A survey of related literature deals with the period from 1968 to the present, with emphasis on the post-1970 years. Vignettes for each of the seven campuses provide: a brief description of the institution, administrative responsibility for career education, past perspective, rationale, current programs, academic relationships, and future perspective. The final section, analysis and recommendations, presents eight operational principles relating to career development education which were selected as quasi-criteria in evaluating the Maine system and from which the conclusions and recommendations are drawn. The document concludes with a four-page bibliography and a list of the interviewees. (BP)

ED 111 965 CE 004 708

Gilli, Angelo C., Sr., Ed.

**Sixth Annual Pennsylvania Conference on Postsecondary Occupational Education: Continuing and Adult Education in Vocational Education.** Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Jun 75

Note—171p.; Papers presented at the Annual Pennsylvania Conference on Postsecondary Occupational Education (6th, University Park, Pennsylvania, October 2-3, 1974)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Adult Counseling, \*Adult Education, \*Adult Vocational Education, College Role, Community Colleges, \*Conference Reports, Continuous Learning, Correctional Education, Definitions, Educational Administration, Educational History, Educational Research, Graduate Surveys, Health Occupations Education, Management by Objectives, School Role, Urban Education, Vocational Schools, Womens Education

The 16 conference papers are: Continuing Education History of Pennsylvania State University Associate Degree Graduates; A Mere Matter of Words (defining adult education); History of Adult and Continuing Education in Vocational Education; Past, Present, and Future; Lifelong Learning: A Systematic Approach in Health Occupations Education; The Role of the Area Vocational-Technical School and the Community College in Continuing Education and Community Services; Continuing and Adult Education: Role of the Community College; Implementing a Management-by-Objectives System; Problems in Counseling the Vocational Adult and Continuing Education Student; Continuing and Adult Education in Correctional Institutions; The Changing Role of Adult and Continuing Education for Women; The Role of the Private Junior College in Continuing and Adult Education in Vocational Education; Client Influence on Organizational Priorities: The Role of Adult and Continuing Education in Vocational Education in the Urban Community College; The Role of Research in Adult Vocational Education; The Implications of Adult and Continuing Education; and Rural and Migrant Health Aides: Expanding Health Occupations Curricula at the Postsecondary Level. A conference evaluation (based on a questionnaire included in the appendix) and the conference format, speakers, registration list, and advisory committee list are included. (AG)

ED 111 966 CE 004 709

Long, Thomas E. And Others

**Role Perceptions of Female Faculty and Their Administrators in Post-Secondary Proprietary Schools.** Vocational-Technical Education Research Report, Vol. 13, No. 4. Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Jul 75

Note—133p.; For related documents, see ED 096 449 and CE 004 710

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Administrator Attitudes, Administrator Characteristics, Comparative Analysis, \*Educational Sociology, Equal Opportunities (Jobs), Occupational Aspiration, Post Secondary Education, Professional Recognition, Promotion (Occupational), Proprietary Schools, Role Conflict, \*Role Perception, Self Concept, Statistical Studies, Tables (Data), Teacher Attitudes, Teacher Characteristics, Vocational Development, \*Vocational Education Teachers, \*Women Teachers

The findings reported and discussed in the document are part of a larger study concerning female vocational faculty members in several types of educational institutions. The third of four substudies, the research report deals with female faculty in randomly selected postsecondary proprietary schools. The study identifies the perceptions of female vocational faculty members in the three broad areas of dual-role conflict, career aspirations, and career expectations, and compares their perceptions with those of proprietary school directors in order to identify differences and similarities. Several important discrepancies were found and documented and important status components in vocational education were identified. Analysis of the findings suggests that neither administrators nor female faculty view female faculty as being equal to male faculty; among the many findings are these: over half the administrators and just under half of the female faculty surveyed agreed that, in their institutions, women are not as likely to achieve positions of leadership as men. More than half the administrators feel, however, that women successfully compete with men at their institution, while more than half the female faculty disagreed. (Author/AJ)

ED 111 967 CE 004 710

Basualdo, Eugenio Alfredo

**The Status and Role of Female Vocational Faculty in Comprehensive High Schools.** Vocational-Technical Education Research Report, Vol. 13, No. 5.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Aug 75

Note—218p.; For related documents, see ED 096 449 and CE 004 709

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—\*Administrator Attitudes, Administrator Characteristics, Comparative Analysis, \*Educational Sociology, Equal Opportunities (Jobs), Occupational Aspiration, Professional Recognition, Promotion (Occupational), Role Conflict, \*Role Perception, Secondary Schools, Self Concept, Statistical Studies, Tables (Data), Teacher Attitudes, Teacher Characteristics, Vocational Development, \*Vocational Education Teachers, \*Women Teachers

The document is the fourth of four substudies concerning female faculty members in different types of educational institutions. The present study focuses on public comprehensive secondary schools and the identification of the perceptions of female vocational faculty members in the three broad areas of dual-role conflict, career aspirations, and career expectations. These are compared with the perceptions of comprehensive high school administrators to identify differences and similarities. Several important discrepancies were found and documented; several important status components of female vocational faculty members were identified. The discussion of the study is in two parts; the first centers on the biographical characteristics of the respondents, the second, on the respondents' perceptions. Among the many findings related to perceptions are these: concerning dual-role conflict, a greater percentage of directors than female faculty agreed that a woman's first responsibility is to be a feminine companion of men and a mother; concerning advancement possibilities, a greater percentage of directors than female faculty agreed that women successfully compete with men at their institution; and concerning professional aspirations, a greater percentage of female faculty than directors believe that a woman's career should be subservient to her husband's. (Author/AJ)

ED 111 968 CE 004 711

Galambos, Eva C.

**The Employment Outlook for Business and Management Graduates in the South.** Southern Regional Education Board, Atlanta, Ga.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date 75

Note—19p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Accountants, Business, \*College Graduates, Demand Occupations, \*Employment Projections, Females, \*Managerial Occupations, Manpower Needs, Negro Employment, \*Southern States, Tables (Data)

The report, in assessing regional prospects for business and management and accounting graduates at all degree levels through the rest of the 1970's, arrives at several estimates. The estimated 52,000 degrees to be awarded in 1980 in the Southern region represents a 16 percent increase over the number awarded in 1972. Adjusting the figure to allow for those not entering the labor market immediately and those already in the labor market, new entrants are estimated at 41,000 in 1980. Demand was estimated on the basis of projected employment in the 24 occupations deemed most relevant to a business and management educational background. "Managers and administrators" was the area with the largest employment. Total estimated openings are more than double the estimated number of graduates, constituting a favorable employment market in the Southern region. The outlook favors opportunities for minority (black) and women graduates. The number of blacks in business and management curricula has increased, while the number of women remains low. The projected figures from several surveys for accounting degrees and positions are in conflict, perhaps because of differences in definitions of accounting degrees. However, the overall outlook for accounting graduates appears to be favorable. (Author/AG)

ED 111 969 CE 004 712

**Health Manpower Act of 1975, Senate, Ninety-Fourth Congress, First Session.**

Congress of the U.S., Washington, D.C. Senate.

Pub Date 15 Jul 75

Note—138p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Educational Facilities, \*Federal Aid, \*Federal Legislation, Grants, \*Health Occupations Education, Health Personnel, \*Medical Education, Scholarships

Identifiers—Health Manpower Act 1975

The document consists of Senate hearings for the Health Manpower Act of 1975, an act to amend the Public Health Service Act to revise and extend the programs of assistance under Title VII for training in the health and allied health professions, to revise the National Health Service Corps program and the National Health Service Corps scholarship training program, and for other purposes. Major sections of the document are: Title I, Extension of Current Authorities through Fiscal Year 1975; Title II, General Provisions; Title III, Assistance for Construction of Teaching Facilities; Title IV, Student Assistance, National Health Service Corps; Title V, Grants for Health Professions Schools; Title VI, Special Project Grants and Contracts; Title VII, Public and Allied Health Personnel; and Title VIII, Miscellaneous. (Author/EA)

ED 111 970 95 CE 004 713

Ryan, Charles W. And Others

**Teacher Training for Career Education. Trainer's Manual.**

Maine Univ., Orono. Coll. of Education.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education; Office of Education (DHEW), Washington, D.C.

Pub Date 1 Nov 74

Note—145p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Career Education, Community Involvement, Course Content, \*Curriculum Development, Economic Education, Educational History, Educational Objectives, Elementary Education, Evaluation Methods, Inservice Programs, \*Inservice Teacher Education, Learning Activities, \*Manuals, Resource Guides, Secondary Education, Self Concept, Vocational Development

Identifiers—\*Maine

The manual was developed through the combined efforts of the Maine University College of Education staff after carefully assessing the sug-

gestions of Maine teachers who participated in a series of workshops conducted in the spring of 1974. It provides guidelines for planning a series of inservice training sessions for infusing career education concepts into the K-12 curriculum. The inservice program contains nine modules covering: (1) career education: historical antecedents (four lessons); (2) career development in the school (four lessons); (3) working with self-concept (one lesson); (4) career education in the elementary school (one lesson); (5) career education in the secondary school (one lesson); (6) strategies and practices for implementing career education (one lesson); (7) community involvement in career education (four lessons); (8) career education and economic education (one lesson); and (9) evaluation strategies in career education (three lessons). For each module a brief discussion of the main topic, goals, and lessons are provided. Each lesson outlines the goals, content, workshop leader activities, lesson resources, and recommended time. Charts, diagrams, learning activities, and evaluation procedures are interspersed throughout the document. A six-page career education bibliography concludes the document. (BP)

**ED 111 971** CE 004 714

*Frank, Faith Moore, Barbara*  
**Grocery Store Occupations: First Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75  
Note—23p.; For related documents, see CE 004 715-727

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Career Education, Elementary Education, Food Service Occupations, \*Food Stores, Grade 1, Primary Education, \*Teaching Guides

The field tested first grade instructional unit is geared to the occupations and duties of meat cutter, shelf stocker, and cashier and is useful in the social studies, art, and mathematics areas. The unit takes approximately 10 hours teaching time, and involves whole class, small group, and individual work. A list of required materials is included. Suggestions for the teacher include recommended and alternate performance objectives, learning activities, and methods for student evaluation. A list of suggested films and filmstrips and teacher and student worksheets and evaluation sheets are appended. (BP)

**ED 111 972** CE 004 715

*Green, Linda And Others*  
**Ranching: Sixth Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75  
Note—22p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Agricultural Education, \*Career Education, Elementary Education, Grade 6, Integrated Curriculum, \*Learning Activities, \*Teaching Guides

Identifiers—\*Ranching  
The field tested sixth grade instructional unit is designed to acquaint the student with a variety of occupations found in the area of ranching, using activities and concepts from several academic areas. The unit takes approximately 28 and one-half hours of teaching time and involves large and small group and individual work. A list of required materials is included. The teacher is presented with suggested performance objectives, recommended and alternate learning activities, student evaluation methods, and various enrichment activities. A class rodeo is suggested as a culminating activity. A list of resource materials and student worksheets are also included. (BP)

**ED 111 973** CE 004 716

*Mundell, Scott*  
**Parents Are Community Workers Too!**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75  
Note—18p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Career Awareness, \*Career Education, \*Community Resources, Elementary Education, Grade 1, Integrated Activities, \*Learning Activities, Primary Education, \*Teaching Guides

The field tested instructional unit is designed around the premise that one of the best places for students exploring the "world of work" is in

their own homes with their own parents. Activities involving language arts, social studies, listening skills, speaking skills, and art are included. The unit takes approximately 10 hours teaching time and is recommended for use in the second semester of the first grade year. Large and small group and individual work is involved. Suggestions for the teacher include materials needed, performance objectives with accompanying learning activities, enrichment activities, and methods for student evaluation. A letter to parents, evaluation sheets, and a resource list are appended. (BP)

**ED 111 974** CE 004 717

*Pedersen, Peggy*  
**We Need One Another: Third Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75  
Note—155p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
Descriptors—\*Career Awareness, Career Education, \*Economic Education, Elementary Education, Grade 3, Instructional Materials, Integrated Curriculum, Learning Activities, \*Lesson Plans, Primary Education, \*Self Concept, Teacher Developed Materials, \*Teaching Guides, Teaching Methods

The primary intent of the field tested unit is to develop self-awareness, career awareness, and economic awareness for students in the third grade. Lesson topics are: interdependency between the child, the family, and the community for needs that are economic; interdependency between occupations within a community; ways in which members of a group may affect each other's behavior; and services that social organizations provide for the members of a community. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a unit resource profile. The 12 lessons take a total of 19 hours and call for large and small group work. Each lesson is presented under the headings of: concept, performance objective, lesson time, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures, a summary of the unit, supplemental activities, assessment procedures and tools, and various related worksheets. An instructional strategy guide (covering discussion, questioning, role-playing, self-directed activities, and storytelling) and a seven-item bibliography are appended. (BP)

**ED 111 975** CE 004 718

*Wolfgram, Howard And Others*  
**Yearning and Earning: Fourth Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75  
Note—81p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Career Awareness, Career Education, Community Planning, Community Services, Elementary Education, Grade 4, Instructional Materials, Learning Activities, \*Lesson Plans, Money Management, \*Social Studies, Teacher Developed Materials, \*Teaching Guides

The yearning and earning field tested unit for fourth graders was designed to help learners analyze the domestic situation of a home in terms of what is available, what is needed, and how all these are provided for within the community. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a unit resources profile. Lesson topics are: community services, public and private services, planning a new community, expenses, planning a budget, and reasons for saving. The six lessons take a total of nine hours and provide large and small group and individual activities. Each lesson is presented under the headings of: resources required, instructor preparation tasks, instructional procedures (introduction, tasks, and summary), assessment procedures and tools, and worksheets. An instructional strategy guide (covering discussions, guest speakers, questioning, and role-playing) and a six-item bibliography are appended. (BP)

**ED 111 976** CE 004 719

*Hansen, Barbara*  
**The Worker's World: Fifth Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75

Note—170p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
Descriptors—Career Awareness, Career Education, Elementary Education, Grade 5, Instructional Materials, Learning Activities, \*Lesson Plans, Safety, Safety Education, Simulation, Teacher Developed Materials, \*Teaching Guides, Teaching Methods, \*Work Environment

Identifiers—Occupational Safety

The field tested fifth grade unit was designed to develop the learner's awareness of the components of the world of work, both individually and collectively through classroom simulations. The six lessons cover physical demands, physical demands and the world of work, environmental working conditions, working conditions and the world of work, physically hazardous working conditions, and the worker's world. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a unit resource profile. The unit requires 10 hours and 35 minutes and includes large and small group activities. Each lesson is presented under the headings of: concept, performance objectives, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures (introduction, tasks, summary), assessment procedures and tools, and worksheets. An instructional strategy guide covering demonstrations, discussions, and questioning; supplementary activities for lesson 2 and a five-item bibliography are appended. (BP)

**ED 111 977** CE 004 720

*Rasmussen, Connie And Others*  
**Sailing with Sales: Fifth Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75  
Note—81p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Career Education, \*Economic Education, Elementary Education, Grade 5, Instructional Materials, Learning Activities, \*Lesson Plans, Money Management, Teacher Developed Materials, \*Teaching Guides

The field tested instructional unit was designed to help fifth graders understand principles related to economics. Lesson topics are: supply and demand, items that maintain a high value, seasonal tourist attractions, seasonal and fluctuating products, principles of budgeting, saving money, and investment possibilities. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a unit resource profile. The unit takes approximately seven hours and includes a large and small group and individual activities. The seven lessons are presented under the headings of concept, performance objectives, estimated time, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures (introduction, tasks, summary), assessment procedures and tools, and worksheets. (BP)

**ED 111 978** CE 004 721

*Platt, Wanda Stafford, Lawrence*  
**What Does a Secretary Do? Sixth Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75  
Note—13p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Career Education, Elementary Education, Grade 6, \*Learning Activities, \*Office Occupations Education, \*Secretaries, Teacher Developed Materials, \*Teaching Guides

The field tested unit for the sixth grade was designed to generate interest on the part of students in exploring a secretarial career. The unit includes a discussion of the duties of a secretary, learning the six main parts of the business letter of request, and the actual writing of a letter to a businessman for information and/or inviting him or his secretary to speak to the class. The unit takes two hours and forty-five minutes, includes large and small group and individual activities, and is related to the language arts subject area. It presents performance objectives, related learning activities, and evaluation suggestions for each objective listed. The document concludes with a list of enrichment activities, instructional materials (books, films, filmstrips, and kits), and teacher preparation and evaluation suggestions. (Author/BP)



**ED 111 979** **CE 004 722**

*Aldridge, Oleta And Others*  
**General Job Requirements: Sixth Grade.**  
 Arizona State Dept. of Education, Phoenix.

Pub Date 75  
 Note—33p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Career Education, Elementary Education, \*Employment Qualifications, Grade 6, Instructional Materials, Learning Activities, \*Occupational Clusters, Teacher Developed Materials, \*Teaching Guides

The field tested unit is designed to acquaint sixth graders with the 15 USOE job clusters, the jobs therein, and the general requirements for these jobs. The unit requires 19 hours of teaching time and includes whole class activities and large and small group activities. A list of materials required is followed by a goal statement, related subject areas (language arts and social studies), and two performance objectives with accompanying activities and evaluation methods for each. Half of the document consists of transparency masters and work sheets showing jobs within occupational clusters, tests with answer keys, a sample job application master, and a list of resources. (BP)

**ED 111 980** **CE 004 723**

*Cooper, Beverly A.*  
**Look to Learning: Sixth Grade.**  
 Arizona State Dept. of Education, Phoenix.

Pub Date 75  
 Note—162p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
 Descriptors—Activity Learning, Career Education, Elementary Education, Grade 6, Instructional Materials, \*Learning, Learning Activities, \*Learning Processes, \*Lesson Plans, \*Teaching Guides

The field tested sixth grade instructional unit was designed to explore learning in its broadest sense, involving the learners in activities dealing with what learning is, where they learn, and how they learn. The seven lessons deal with defining learning and knowing, exploring learning experiences both in and out of school, learning as it is dependent on the learner's interests and abilities, and learning through the budgeting of time. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a resource profile. The seven lessons will take a total of 10 to 11 hours of instruction, involving large and small group and individual activities. One lesson can be adapted for self-directed learners. Each lesson is presented in terms of concept, performance objective, estimated time, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures (introduction, tasks, and summary), assessment procedures and tools, and worksheets. An instructional strategy guide covering demonstrations, discussions, questioning, role-playing, and creative writing, and an eight-item bibliography are appended. (BP)

**ED 111 981** **CE 004 724**

*Smith, Vella Rose B.*  
**Learn to Earn: Sixth Grade.**  
 Arizona State Dept. of Education, Phoenix.

Pub Date 75  
 Note—177p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
 Descriptors—Career Awareness, Career Education, Elementary Education, \*Employment Qualifications, Grade 6, Instructional Materials, \*Job Application, Learning Activities, \*Lesson Plans, \*Publicize, Teacher Developed Materials, \*Teaching Guides, Teaching Methods

The sixth grade learn-to-earn field tested unit was designed to develop career awareness and employability skills. The purpose is to help the learner understand the tasks performed in the home setting as related to the interest, aptitude, and training of the individuals performing these tasks. The lesson topics are: ways to earn money; personal characteristics valued by most employers; considerations other than personal characteristics; introduction to advertising one's services and advertising by telephone, personal contact, and ads; and job selection and preparation. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a resource profile. The unit takes 12

hours and includes large and small group and individual activities. The five lessons are presented under the headings of: concept, performance objective, estimated time, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures (introduction, tasks, summary), assessment procedures and tools, and worksheets. An instructional strategy guide covering discussions, guest speakers, role-playing, and storytelling; a list of supplementary resources; and a six-item bibliography are appended. (BP)

**ED 111 982** **CE 004 725**

*Mundell, Scott*  
**Construction Industry Related Mathematics: Seventh Grade.**  
 Arizona State Dept. of Education, Phoenix.

Pub Date 75  
 Note—29p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Career Education, \*Construction Industry, Grade 7, Instructional Materials, Job Skills, Junior High Schools, Learning Activities, \*Mathematics Instruction, \*Practical Mathematics, Teacher Developed Materials, \*Teaching Guides

The field tested construction industry-related mathematics unit is intended to familiarize seventh grade students with various facets of the construction industry, including the various occupations available and the mathematical abilities and other skills and training necessary to pursue an occupation in the industry. The final set of activities of the unit gives students an opportunity to plan a house and to compute the approximate cost of their "dream house." Opportunity is also provided for the students to work with various construction industry-related mathematics problems. The unit takes 15 hours of teaching time and includes whole class, small group, and individual activities. Four performance objectives are presented, with suggestions for accompanying learning activities, student evaluation, and enrichment activities. Half of the document consists of various student worksheets and a media and resource list. (Author/BP)

**ED 111 983** **CE 004 726**

*Armenta, Richard And Others*  
**Then and Now: Seventh or Eighth Grade.**  
 Arizona State Dept. of Education, Phoenix.

Pub Date 75  
 Note—219p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
 Descriptors—\*Career Education, Classroom Materials, Course Content, Cultural Background, Cultural Education, Economic Education, Grade 7, Grade 8, Junior High Schools, Learning Activities, \*Lesson Plans, Resource Materials, \*Social Studies, \*Teaching Guides, Teaching Methods

The instructional unit, field-tested in Arizona, is intended to become an integral part of a total K-12 career education curriculum. Six lessons are designed to assist learners in understanding how present experiences relate to past and future ones by comparing the cultures of Europeans in New England, and of Spanish soldiers and Indians in the Southwest, in the 1600's, with contemporary American culture. Dependency on products and interdependency among workers are emphasized. The lessons are broken down into several parts; before the main body of the lesson is described, key items are presented: the concepts, estimated lesson-time, the vocabulary, required resources, and instructor-preparation tasks. Instructor procedures are presented in three sections: the introduction, which provides continuity within the unit; the tasks, which provides a detailed description of the content and activities used to deliver the specified outcomes; and the summary, which provides closure and a culminating activity. Many instructional resources, designed to require minimal operation time, are included in the lessons. The unit contains several types of instructional strategies: demonstration, discussion, and questioning. Instructor guides for these strategies are appended, with specific references given in the lessons. Supplemental reading material is also appended. (Author/AJ)

**ED 111 984** **CE 004 727**

*Friesner, Margaret*  
**Special Education Career Education.**  
 Arizona State Dept. of Education, Phoenix.

Pub Date 75

Note—128p.; For related documents, see CE 004 714-726

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
 Descriptors—Individual Development, Instructional Materials, \*Learning Activities, Lesson Plans, Personal Growth, \*Self Actualization, Self Concept, \*Special Education, Teacher Developed Materials, \*Teaching Guides

The primary purpose of the field tested unit is to assist the instructor in giving specific training in the area of self-awareness to the special education student. The rationale for a career education-special education program is discussed, followed by a project overview. Each of the six units (physical self, emotional self, familial self, social self, occupational self, and a culmination activity unit) are presented in terms of specific behavioral objectives. Introducing each unit is a general description of the unit goals, objectives, purpose, approximate teaching time, suggested groupings, and evaluation suggestions. Each lesson within a unit is geared to one of the unit's objectives. The goals, performance objectives, resources required, instructor preparation tasks, instructional procedures, lesson introductions, developmental activities, and lesson summaries are provided for each lesson. (BP)

**ED 111 985** **CE 004 728**

*Porteus, James H. Hullinger, James L.*  
**A Survey of the Severely Disabled in Iowa: Client and Counselor Perceptions of Vocational Determinants and Rehabilitation Needs.**

Easter Seal Society for Crippled Children and Adults of Iowa, Des Moines.  
 Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Jun 75  
 Note—99p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Employment Opportunities, Employment Potential, \*Employment Problems, Interviews, Job Skills, \*Needs, Participant Characteristics, Physically Handicapped, Rehabilitation, \*Severely Handicapped, \*State Surveys, Tables (Data), Training, \*Vocational Rehabilitation

Identifiers—\*Iowa  
 The study examines data collected in a survey of 650 (of a potential 759) severely disabled Iowans, taken by 26 counselor-interviewers to gain information for planning future State rehabilitation programs. Clients responded to questions involving their self-perceptions on the following topics: employment status, employability, services most needed to help in job readiness, and employment. Data are shown in tabular form, and the survey is discussed under these chapter headings: The Nature of the Study, defining purpose and procedure; Socio-Demographic Data, providing information regarding client location, personal characteristics, education and training, employment status, and rehabilitation services received; Client Perceptions of Problems and Needs, covering the employed, unemployed, and underemployed and their attitudes regarding training; Counselor-Interviewer Perceptions, comparing interviewers' impressions of clientele problems and needs to those of the client; Rehabilitation Evaluation and Service, discussing further training opportunities for interviewees desirous of it. Six conclusions cover: (1) general physical condition, (2) need for acquisition of manual skills, (3) need for additional training, (4) need for vocational evaluations, (5) the presence of a positive attitude, and (6) potential for employment. Letters to survey clientele, a sample survey questionnaire, and numbers of interviews by county are appended. (LH)

**ED 111 986** **CE 004 729**  
**Tennessee Research Coordinating Unit for Vocational Education; Semiannual Report.**  
 Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.  
 Spons Agency—Tennessee State Board for Vocational Education, Nashville.  
 Pub Date 30 Jun 75  
 Note—23p.  
**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Annual Reports, \*Research Coordinating Units, \*State Programs, \*Technical Education, \*Vocational Education  
 Identifiers—Tennessee  
 The semi-annual report of the Tennessee Research Coordinating Unit for Vocational Education summarizes the unit's activities for January

1, 1975 to June 30, 1975. The report includes: (1) technical assistance provided to school administrators, teacher educators, and instructional staff members; (2) staff conference attendance and speaking engagements; (3) progress and development of internal projects (management information system, occupational information system development, information retrieval and dissemination system, and regional management information system); (4) new, ongoing, and completed projects; (5) miscellaneous activities; (6) publications; and (7) future activities. (EA)

**ED 111 987** CE 004 730

*Phipps, Lloyd J. And Others*

**CRU System: A Manual for Community Resource Utilization.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Note—140p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors**—\*Administrative Personnel, Advisory Committees, Citizens Councils, \*Community Resources, Contracts, Cooperative Education, Field Trips, \*Manuals, Program Development, Program Evaluation, Resource Teachers, \*School Community Programs, Technical Education, Vocational Education, \*Vocational Education Teachers, Work Experience Programs

Designed to assist teachers and school administrators in effective utilization of community resources within vocational-technical education programs, the manual outlines strategies in the identification, development, utilization, and evaluation of community resources available to local school districts. Section 1 provides a general introduction to the definition, identification, and value assessment of community resources. Section 2 focuses on the step-by-step procedures involved in the organization and utilization of citizens' advisory councils. Section 3 contains activities and procedures to assist councils and school personnel in the development and utilization of speakers, field trips, cooperative occupational education programs, and contractual agreements. The concluding section deals with the evaluation of citizens' advisory councils, guest speakers, field trips, and cooperative work experience programs. More than half of the document consists of four appendices that correspond to the four preceding sections. Material in the appendices includes samples of information and survey forms, letters, questionnaires, a citizens' advisory committee charter, recommended policies and guidelines, various contractual agreements, and evaluation/appraisal sheets. (EA)

**ED 111 988** 95 CE 004 731

*Shaltry, Paul E. And Others*

**The Product Engineering of a System for Upgrading High School Career Planning Programs. General Report. Research and Development Series No. 103.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—NE-C-00-3-0079

Note—40p.; For technical report, see CE 004 732

Available from—Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$2.75)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Career Education, \*Career Planning, Guidance Programs, \*High Schools, \*Program Evaluation, \*Program Planning, Secondary Education, \*Systems Approach, Vocational Counseling, Vocational Development  
**Identifiers**—\*Career Guidance, Career Planning Support System, CPSS

The general report has summarized the development of an operational program planning and evaluation component called Operation Guidance, which is part of the Career Planning Support System (CPSS). (The CPSS, a systematic approach to improving high school career planning programs, has addressed itself to the critical career guidance deficiencies of career development of minority youth, career development of women, program planning and evaluation, and the transition from school to work.)

Operation Guidance will provide a package of manuals, procedural guides, audiovisual aids, and inservice materials that are designed to serve as a tool with which individual high schools can design, implement, and evaluate their own career planning programs. Key leaders designated for the program are the school principal and the project coordinator, who will be supported by others within the school and the community. Other aspects covered include procedures for organizing faculty, students, and community members to accomplish program development tasks. Short- and long-range outcomes and the school's cost are also discussed. A national field test of the product is scheduled from September 1974 to June 1976, with the entire CPSS materials scheduled for availability in late 1976. (EA)

**ED 111 989** 95 CE 004 732

*Suzuki, Warren N. And Others*

**The Product Engineering of a System for Upgrading High School Career Planning Programs; Technical Report: A Case Study in Educational Technology. Research and Development Series No. 104.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—NE-C-00-3-0079

Note—92p.; For general report, see CE 004 731

Available from—Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$6.50)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Career Education, \*Career Planning, Guidance Programs, \*High Schools, \*Program Evaluation, \*Program Planning, Secondary Education, \*Systems Approach, Technical Reports, Vocational Development  
**Identifiers**—\*Career Guidance, Career Planning Support System, CPSS

The technical report has provided a functional description of an operational program planning and evaluation component called Operation Guidance, which is part of the Career Planning Support System (CPSS). (The CPSS, a systematic approach to improving high school career planning programs, has addressed itself to the critical career guidance deficiencies of career development of minority youth, career development of women, program planning and evaluation, and the transition from school to work.) Operation Guidance will provide a package of manuals, procedural guides, audiovisual aids, and inservice materials that are designed to serve as a tool with which individual high schools can design, implement, and evaluate their own career planning programs. Following an introductory section, Section 2 traces product development, Section 3 describes methodology, Section 4 discusses design decision, and Section 5 describes the national field test. Field testing is scheduled from September 1974 to June 1976, with the entire CPSS materials scheduled for availability in late 1976. Approximately half of the document consists of supplementary appendices, including Operation Guidance product elements, product and installation specifications, plan for behavioral objectives, product engineering phase position description, and national field test position description (school coordinator for Operation Guidance). (EA)

**ED 111 990** CE 004 733

*Andreyka, Robert E. Briley, Thomas S.*

**Competency-Based Teacher Education for Industrial Education Teachers. Phase 1: Competency and Criteria Identification and Validation for Pre-Service Education. Final Report.**

Florida State Univ., Tallahassee.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Jun 75

Note—114p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Advisory Committees, \*Industrial Arts Teachers, \*Performance Based Teacher Education, Program Descriptions, State Programs, \*Teacher Qualifications  
**Identifiers**—\*Florida

The report provides the framework for developing comprehensive competency-based

teacher education (CBTE) for Florida's industrial education teachers based on their expression of specific needs. A research base of projects done by competent educational institutions was utilized. An advisory committee was formed and its composition and activities are described. Workshops evaluated and validated the existing list of competencies and criteria. A summary of these evaluations is presented according to seven competency areas (human relations, instructional planning, teaching methods, shop/classroom management, evaluation, professional development, and student organizations). A summary of the evaluations of instructional materials from CBTE programs is included. Four major accomplishments of the project are listed. A detailed list of the preservice industrial education teacher competencies and criteria is presented along with a summary of workshop findings dealing with them. Six barriers to implementation and nine change agents working to promote CBTE are described. The last section deals with five recommendations for the next program phase. Appended materials (88 pages) include an overview of CBTE information from 10 State departments and universities, CBTE advisory committee list, sort procedure, materials specific to CBTE workshop, workshop instruments, recommended changes to preservice competencies and criteria, and CBTE Advisory Committee Meeting Agendas. (MS)

**ED 111 991** CE 004 734

**Handbook of Criteria and Procedures for Continuing Education Unit Programs.**

Michigan State Univ., East Lansing. Continuing Education Service.

Pub Date Feb 75

Note—27p.

Available from—Continuing Education Service, 46 Kellogg Center, East Lansing, Michigan 48824 (\$3.50—prepaid)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Administrator Responsibility, \*Adult Education, Adult Education Programs, \*Criteria, \*Noncredit Courses, \*Program Administration, Records (Forms)  
**Identifiers**—CEU, \*Continuing Education Unit, Michigan State University

The official criteria and procedures for the implementation of Michigan State University—Continuing Education Unit (CEU) Programs are delineated in this report. The CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. The National Task Force on the CEU created and defined this uniform unit of measure because of the need for using noncredit learning in appraising the personal and occupational growth of individuals. Three purposes of the CEU as defined by the National Task Force are given. Criteria for and limitations on CEU approval are described. The administration of CEU procedures (including procedures for requesting CEU approval) and program administrator responsibilities (applying for CEU approval, program announcement procedures, program preregistration and registration procedures, and certification procedures) are outlined in detail. Two types of computerized student records are briefly outlined. Appended materials include: (1) membership list of the National Task Force on the CEU, (2) CEU request/approval form, (3) preregistration form, (4) registration form, (5) program attendance record, (6) program summary form, and (7) sample official CEU transcript. (MS)

**ED 111 992** CE 004 735

*Fieldman, Rob*

**Developing Instructional Materials to Aid in Implementing the "Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12." Final Report 1974-75.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education;

Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Pub Date 16 May 75

Note—39p.; For the learning packages, see ED 097 538-552, CE 004 736, and CE 004 743-748; for the "Wisconsin Guide..." see ED 092 799

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

## 16 Document Resumes

**Descriptors**—\*Abstracts, Audiovisual Aids, Elementary Secondary Education, \*Industrial Education, \*Instructional Materials, Learning Activities, \*Material Development, Problem Solving

The report summarizes project activities of 1973-75 in which instructional materials were developed to aid in the implementation of the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. A summary of activities (1973-74 project year) outlines project organization information and lists the titles of 14 learning activity packages developed and goals for the following year. The summary of activities and final report (1974-75 project year) outlines personnel and procedure reorganization, new learning and problem solving activity package titles and audiovisual material prepared, and enumerates eight objectives related to the development and distribution of materials and the degree to which they were met. Abstracts are provided which describe 26 field-tested instructional packages and 13 untested packages, including learning activity packages, a unit proposal, problem solving activities, and audiovisual programs. Subject areas covered by the packages include industrial education, career education, communication, management and personnel, problem solving activities, and cooperative education. Also appended are a field testing letter of inquiry and questionnaire, and questionnaires regarding teacher evaluation of programs and problem solving activities used. (LH)

**ED 111 993** CE 004 737  
Morton, J. B. And Others

**Cycle Seven Report 1975: Occupational Training Information System: Supplement 1; Statewide Totals and Descending Rank Order of Program Clusters.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.  
Pub Date Jan 75

Note—106p.; Supplement to CE 004 446  
**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Comparative Analysis, Data Analysis, Demand Occupations, Educational Programs, \*Educational Supply, Employment Patterns, Employment Statistics, Labor Supply, \*Manpower Needs, Occupational Clusters, \*Occupational Information, Occupational Surveys, State Programs, \*State Surveys, Statewide Planning, \*Tables (Data), Vocational Education

**Identifiers**—Occupational Training Information System, \*Oklahoma, OTIS

The Occupational Training Information System (OTIS) report enumerates current data on manpower supply and demand conditions (from July 1, 1974 to June 30, 1975) in selected occupations and training programs in Oklahoma. Data sources, which included Federal and State agencies, and the procedures used to collect and analyze the data are presented in the introductory chapter. Chapter 2 (42 pages) provides manpower supply and demand tables presenting statewide totals arranged according to: clusters of occupations, demand, vo-tech supply (secondary, postsecondary, and adult), other sources (Federal, private schools, and descriptive registration), and clusters of programs. Chapter 3 (39 pages) presents additional tables providing a descending rank order of program clusters by demand minus vocational-technical supply. The program cluster with greatest net manpower demand is ranked one and is followed in order by the program clusters with lesser demand. The rank ordering provides a simple analysis of the tables and is useful to quickly identify program clusters by vocational and technical divisions in which training is needed on a statewide and/or regional basis. Appended are a sample student status form, OTIS procedural flow chart, and an index of statewide totals and descending order of program clusters. (Author/BP)

**ED 111 994** CE 004 741  
Gillgannon, Nancy Green

**A Study to Determine the Perceptions of Vocational Educators Regarding a Professional Association.**

Pub Date Aug 75  
Note—156p.; Ed.D. Thesis, Pennsylvania State University. Not available in hard copy due to poor reproducibility of original document  
**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Bureaucracy, \*Educational Research, Educational Sociology, Leadership Responsibility, Objectives, Perception, \*Professional Associations, \*Professional Recognition, Program Attitudes, Role Perception, Statistical Analysis, Statistical Studies, Status, Status Need, \*Teacher Attitudes, Teacher Morale, Teacher Welfare, Vocational Education, \*Vocational Education Teachers

**Identifiers**—American Vocational Association, AVA

The study examined selected perceptions and attitudes of randomly identified members of the American Vocational Association (AVA) regarding some of the goals and objectives of this organization. The sample was assessed to determine the relationships among isolated variables (collective bargaining, State legislation, Federal legislation, communication with members, intradisciplinary affiliations, accreditation, certification, and current policy components) and certain demographic data (type of bureaucratic structure, level of academic education, number of professional organizations an individual belongs to, membership in union-type educational organizations, amount of work experience before entering education, annual salary, attendance at a national convention since 1970, and the number of State educational activities attended). Congruencies and discrepancies, determined through statistical analysis, are reported. The author suggests that the findings provide both a rationale for the AVA to move in a positive direction regarding goal priorities and the motivation to develop a plan for coping with members' attitudes toward the AVA's direction. The forms employed in the research are appended. (Author/AJ)

**ED 111 995** CE 004 742  
McCormick, Virginia E.

**Approaches to Volunteer Leadership.**  
Pub Date 22 May 74

Note—9p.; Paper presented at EFNEP Workshop, National 4-H Center (Washington, D.C., May 22, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Extension Agents, Group Dynamics, \*Leadership Training, \*Low Income Groups, Manpower Development, \*Volunteers

It is important for leaders of volunteers to examine their attitudes toward their group, particularly their way of defining their group, and to bring a diversity of experience to their work. Three steps that should be taken to develop extension volunteers who are from low income groups and who will work with low income groups are: get them involved in your program, give them the support they need to succeed, and let them know they are appreciated. The first step involves interesting the prospective volunteer, identifying the job to be done, and recruiting the individual. The supportive step requires a lot of flexibility and variety to be successful. One of the most successful methods is to present limited amounts of information close to the time the information is to be used. The final step, appreciation, can be accomplished in a variety of ways: use symbols of group identity; present roles which will enhance the volunteer's self-image, but present them in a nonthreatening way; and extend verbal expressions of appreciation. (AG)

**ED 111 996** CE 004 743  
Examples of Learning Tasks Appropriate to the

["Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12"]

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Note—14p.; For related documents, see ED 097 538-552, CE 004 735-736, and CE 004 744-748; For the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, see ED 092 799

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Educational Objectives, Elementary Secondary Education, \*Industrial Education, \*Learning Activities, Material Development

Prepared as an aid to teachers, the document provides four outlined examples showing how to establish appropriate subobjectives and learning tasks when teaching Field Objectives from the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. Examples seek to implement student understanding of the guide objectives and are geared to elementary, middle-junior high, junior high, and senior high school levels. (LH)

**ED 111 997** CE 004 744  
[Elementary Grades Program on Industry.]

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Note—53p.; For related documents, see ED 097 538-552, CE 004 735-736, and CE 004 743-748; For the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, see ED 092 799

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Activity Units, \*Construction (Process), \*Educational Objectives, \*Elementary Education, Hand Tools, Industrial Arts, \*Industrial Education, \*Learning Activities, Student Projects

Prepared as an aid to teachers, the document contains two parts intended to help correlate instruction of industrial arts at the elementary level with the recommended curriculum content in the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. Pertaining to field objectives 1-4 in the guide, Industry for the Elementary Grades outlines basic objectives and suggests activities for working in the areas of communications, construction, energy, transportation, materials, processes, and services. It is emphasized that the second section, Example Elementary Unit, is intended to provide teachers with ideas, suggestions for activities, content organization, and format which could be used in the implementation of any part of the guide. The sample unit deals with home construction and includes detailed instructions for building a model house and a game intended to familiarize students with hand tools. Each of the four field objectives is supplemented by one or more terminal objectives, enabling objectives, methods which can be used, media and materials suggested and required, and methods the teacher can use to evaluate student progress. (LH)

**ED 111 998** CE 004 745  
[Career Guidance.]

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Note—31p.; For related documents, see ED 097 538-552, CE 004 735-736, and CE 004 743-748; For the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, see ED 092 799

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Choice, \*Career Planning, \*Industrial Education, Instructional Materials, \*Learning Activities, Occupational Clusters, Occupational Guidance, Secondary Education, Trade and Industrial Education, Vocational Development

**Identifiers**—Capstone Programs

The intent of this two-part instructional package is to assist senior high school students in making rational decisions regarding career choice and further training and education. Part 1, Introduction to a Capstone Program, defines behavioral objectives and includes a basic information section on job clusters and the capstone program. Five classroom activities concentrate on student explanation of the capstone program and job cluster concept through examination of six trade and industrial career areas. A self-test and media guide are included. Defining employment-related terms, part 2, Career Planning, outlines four learning activities for students: (1) listing career choice, (2) evaluating the career and its requirements, (3) assessing personal aptitudes, and (4) comparing the information. A sample resume and list of supportive materials are included. (LH)

**ED 111 999** CE 004 746  
[Problem Solving Activities.]

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Note—77p.; For related documents, see ED 097 538-552, CE 004 735-736, and CE 004 743-748; For the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, see ED 092 799

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Class Activities, \*Elementary Education, Individual Activities, Industrial Education, \*Learning Activities, \*Teaching Guides



The teacher directed problem solving activities package contains 17 units: Future Community Design, Let's Build an Elevator, Let's Construct a Catapult, Let's Design a Recreational Game, Let's Make a Hand Fishing Reel, Let's Make a Wall Hanging, Let's Make a Yo-Yo, Marooned in the Past, Metrication, Mousetrap Vehicles, The Multi System Encapsulator, Safety Card, Paper Airplane Contest, The Electro-Magnetic Crane, Egg Craft, Designing a Mobile, and Compressed Air Propulsion. Suggestions to the teacher regarding the statement of the problem to be presented, the point of view to be taken, procedures and needed materials, possible solutions to the problem, length of the project, safety notes, information for the student, and model drawings are provided where applicable. All activities pertain to field objective number 1 of the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. (LH)

**ED 112 000** CE 004 747

**[Senior High School Program.]**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education. Spons Agency - Wisconsin State Dept. of Public Instruction, Madison.

Note - 244p.; For related documents, see ED 097 538-552, CE 004 735-736, and CE 004 743-748; For the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, see ED 092 799

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors - Auto Mechanics, Business Education, Class Activities, Cooperative Education, Drafting, Equipment Maintenance, \*Instructional Materials, Junior High Schools, \*Learning Activities, Secondary Education, Student Projects, \*Trade and Industrial Education, Transparencies

This student directed document contains five activity packages, a proposed curriculum, and a set of transparency masters; all pertain to field objectives 1, 4, or 5 of the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. Geared to the junior and senior high school level, the packages are entitled: Co-op Program (defining school, business, and parent efforts to supply vocational training for students); Cleaning and Lubrication of Electric Motors (outlining the procedure and equipment necessary for the job); Geometric and Positional Dimensioning (supplying the experienced student with information, definitions, examples, references, and activities to help him gain competency in draftsmanship); Lab Maintenance Plan Development (outlining procedures for the upkeep and repair of equipment); The Enterprise (defining elements of business through media and information sections, activities, and student self-tests, and supplemented by an audiovisual presentation); and The Enterprise-An Alternative Delivery System (outlining activities geared to smaller groups, including procedures for setting up student businesses). Automotive Suspension, Steering and Braking, a proposed curriculum, outlines four sections of instruction giving length of time and areas spent for each; Elements of Industry, 50 transparency masters, are also included. (LH)

**ED 112 001** CE 004 748

**[Junior High School Program.]**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education. Spons Agency - Wisconsin State Dept. of Public Instruction, Madison.

Note - 228p.; For related documents, see ED 097 538-552, CE 004 735-736, and CE 004 743-747; For the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, see ED 092 799

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors - Business Education, Class Activities, Energy, \*Industrial Education, \*Instructional Materials, Junior High Schools, \*Learning Activities, Lumber Industry, Metal Industry, Secondary Education

The document contains eight student directed and two teacher directed activity packages, and a proposed curriculum guide; all pertain to field objectives 1, 2, or 3 of the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. Geared to the junior high level, the student packages are entitled: Repair of a Lamp Cord and Socket (outlining the procedure and equipment necessary to do the job); Power and

Energy (defining power and how it is used to produce goods and services); Early Lumbering (exploring the development of the industry); What Is Property? (examining its influence on industry); How Does Management Affect Industry and Society? (discussing how industry functions in society); Human Resources (defining the manpower element of industry); and Mass Production Activities (diagraming and listing materials and procedures for building five puzzles). The teacher packages are: The Development of Communications, which outlines a class approach for the teacher emphasizing historical growth and which is supplemented by an audiovisual presentation, and Let's Make a Kite, which suggests problem solving, mass production, and individualized activities for the classroom teacher. A proposed curriculum, Metals Industries, outlines scope and sequence for each of four proposed units, including laboratory work, field trips, and a class enterprise. (LH)

**ED 112 002** CE 004 749

Cowan, Earl And Others

**Welding.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center. Pub Date 74

Note - 575p.; For related document, see CE 004 750

Available from - Oklahoma State Dept. of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West 6th Avenue, Stillwater, Oklahoma 74074 (\$15.00)

**EDRS Price MF-\$0.92 HC-\$28.56 Plus Postage**

Descriptors - Behavioral Objectives, Blueprints, \*Curriculum Guides, Instructional Materials, Job Skills, Learning Activities, \*Metals, Metal Working Occupations, Safety, Secondary Education, \*Shop Curriculum, Skill Development, Student Projects, Tests, \*Trade and Industrial Education, Transparencies, Vocational Education, \*Welding

The curriculum guide for welding instruction contains 16 units presented in six sections. Each unit is divided into the following areas, each of which is color coded: terminal objectives, specific objectives, suggested activities, and instructional materials; information sheet; transparency masters; assignment sheet; test; and test answers. The first three sections, which provide an introduction to welding, are: Introduction (safety, orientation to welding, and metals); Related Information (Vocational Industrial Clubs of America, parliamentary procedure and public speaking, becoming a good leader, applying for a job, and measuring); and Blueprints (basic blueprint reading). The remaining three sections, which provide practical welding experience and which comprise approximately two-thirds of the document, are: Oxyacetylene Welding (oxyacetylene cutting, oxyacetylene fusion welding, and oxyacetylene braze welding); Arc Welding (sheet metal arc welding and sheet metal arc welding position welding); and Gas Arc Welding (gas tungsten arc welding and gas metal arc welding). The units in the last three sections also include job sheets with directions for specific welding projects. (JR)

**ED 112 003** CE 004 750

Patton, Bob

**Shop Projects.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date 73

Note - 161p.; For related document, see CE 004 749

Available from - Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West 6th Avenue, Stillwater, Oklahoma 74074 (\$9.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors - \*Agricultural Machinery, \*Building Plans, Equipment, Illustrations, Instructional Materials, Metal Working Occupations, Secondary Education, \*Shop Curriculum, \*Student Projects, Teacher Developed Materials, Trade and Industrial Education, \*Vocational Agriculture, Vocational Education

Vocational agriculture teachers in Oklahoma prepared the shop project drawings which comprise the document. Seventy-one projects, with

lists of required materials, diagrams, and measurements, are included. Construction projects fall into six categories (number of projects in parentheses): Trailers (5), racks (3), livestock production projects (30), crop production projects (3), farmstead improvement projects (8), shop improvement projects (12), and hobby, recreation, and miscellaneous projects (10). (MW)

**ED 112 004** CE 004 751

Crunkilton, John R.

**Teaching the Disadvantaged: A Curriculum Guide for Classes of Disadvantaged Students in Agricultural Education Programs.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency - Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Pub Date Mar 75

Note - 39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors - \*Agricultural Education, \*Curriculum Guides, \*Disadvantaged Youth, Learning Activities, Secondary Education

The guide begins with some observations on teaching disadvantaged students, a list of successful types of learning activities, and recommendations for planning and conducting an effective classroom situation. Also included are 13 general objectives of a program for the disadvantaged. The guide, intended as a source of ideas and directions in selecting instructional units, is organized according to enterprises (topics) which are divided into problem areas (subtopics) followed by an application section which suggests some specific activities for students. Instructional topics include: masonry, electricity, plumbing, woodworking, metal work, welding, painting, agricultural equipment maintenance/repair, farm structures, animal care, crops, soil and water management, forestry, conservation, recreational occupations, horticulture, and agribusiness. Some of the instructional areas are designed to be taught flexibly, using those problem areas which will meet student needs. Other areas include a unit division for which all the problem areas should be taught. Final sections deal briefly with occupations for the disadvantaged and with relating occupations to the curriculum guide. (MS)

**ED 112 005** CE 004 752

Lee, Jasper S.

**Instructional Materials Development in Agricultural Education at Virginia Polytechnic Institute and State University.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Pub Date 75

Note - 30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors - \*Agricultural Education, Curriculum Development, \*Material Development, Resource Guides

Instructional materials development in agricultural education is part of the role of the faculty in the Agricultural Education Program Area at Virginia Polytechnic Institute and State University. The bases for instructional materials development must relate to the curriculum. Curriculum development is a moving circular process involving horizontal and vertical articulation-diffusion of materials between educational programs. Beginning in the 1920's and continuing until the present date, the materials produced have been widely used. An eight-step procedure is used in materials development: (1) determination of material needed, (2) preliminary planning, (3) information acquisition and analysis, (4) preparation of first draft, (5) refinement and field testing, (6) printing, (7) distribution-diffusion, and (8) appraisal and updating. Materials development is an integral activity and responsibility of the faculty involving three major interrelated functions: service, research, and instruction. The faculty has access to numerous supportive services in instructional materials development and participates in supportive associations. Appended are: staffing list of the Agricultural Education Faculty, a seven-page list of recent instructional materials development activities (titles and brief annotations of 79 items), and a two-page bibliography. (Author/MS)

**ED 112 006** CE 004 753

Burhoe, Steven A.  
Household Pets: Care, Feeding and Occupational Opportunities.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No.—Agdex-470  
Pub Date 75

Note—68p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Animal Caretakers, \*Career Opportunities, \*Curriculum Guides, \*Occupational Information, Resource Guides, Secondary Education, Vocational Agriculture

Identifiers—\*Household Pets

The publication is designed for teachers of agriculture as a guide in developing teaching plans for a unit on the care and feeding of household pets and on occupations in this area. A local situation appropriate to the unit, teacher objectives, an introduction, and group objectives are briefly developed for the unit. For the topics of feeding and caring for dogs, feeding and caring for cats, sources of information on other household pets, and identifying occupational opportunities in pet care, the guide includes sections on problems and concerns of students, a list of references for teacher and student use, suggested visual aids and other equipment, ideas for special events and activities, and a few possible activities for application and evaluation. A detailed content summary for each section, intended for teacher use, condenses material from the references and relates to the problems and concerns presented. A section on identifying sources of information on other household pets lists specific references, including source and content, for each item. The subject of understanding pet care is briefly described. (MS)

**ED 112 007** CE 004 754

Powell, Larry E. Miller, Larry E.

Paints and Preservatives.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No.—AM-8

Pub Date 75

Note—72p.; Portions of illustrative material will not reproduce well in microfiche

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Building Trades, \*Course Content, \*Instructional Materials, \*Painting, Secondary Education, \*Teaching Guides, Trade and Industrial Education

The publication contains an outline for use by agriculture teachers in developing a teaching plan for a unit on paints and preservatives. The topics included are (1) recognizing, solving, and preventing paint problems and (2) operating and using power spray painting equipment. Items presented for each topic are: the situation, (intended to inform the teacher of the type and level of the material), teacher objectives, examples of teaching procedures, problems and concerns of students, student objectives, references for teacher and student use, sample student activities, and suggested means for evaluation. A detailed technical information section for each of the two topics provides some of the information needed to teach the unit. For the subject area of paint problems, the causes, prevention, remedies, and an illustration of 34 problems are given. Spray painting material (correlated with eight transparency masters) includes descriptions of basic equipment, spraying procedure, Occupational Safety and Health Administration approved spray painting room, the construction of spray booths, and 12 problems associated with spray painting and their causes and solutions. The guide contains an 11-page glossary of common painting terms and a list (with addresses) of 17 major paint and painting equipment companies. (MS)

**ED 112 008** CE 004 755

Lee, Jasper S., Ed. Wood, Charles B.

Food Preservation Manual: A Guide for School-Community Canners in Virginia.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Pub Date 75

Note—116p.; Portions of the illustrative material may not reproduce well on microfiche

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Cooking Instruction, \*Equipment, \*Food, Food Processing Occupations, \*Food Service Industry, Foods Instruction, \*Manuals, Nutrition Instruction, \*Preservation, School Community Relationship, Secondary Education Identifiers—\*Canning

The manual was intended primarily for use by lay instructors and assistants involved in the daily operation of school-community canneries under the supervision of a high school agricultural education instructor. The first half deals in detail with the fundamentals of food preparation and canning operation. Food preservation by canning, sanitation in the canning structure, canning equipment, and general canning procedures are discussed and illustrated. Detailed procedures for canning specific food products (in glass jars or cans) are presented for 34 food products in the general categories of fruit; vegetables; and meat, meat products, and poultry. Information on the yields of food products and the use of sugar in canning fruit is included. Three sample lesson plans for planning instruction in various areas of nutrition and food preservation are also in the manual. These plans offer teacher objectives, an introduction, group objectives, problems and concerns of students, references, suggested visual aids, special activities, and ideas for application and evaluation. A content summary provides basic information needed for each lesson. Appended is a list of sources of instructional materials on food preservation. A 28-item bibliography contains sources of additional information on food preservation. (MS)

**ED 112 009** CE 004 756

Lee, Jasper S.

Exploring Agricultural Careers: The Present World of Work.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No.—AB-5

Pub Date 75

Note—41p.; Portions of the photographed material may not reproduce well in microfiche. For related document, see CE 004 757

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Agriculture, \*Agricultural Education, \*Agricultural Occupations, Career Choice, \*Career Education, Career Planning, Farm Occupations, \*Instructional Materials, \*Occupational Information, Off Farm Agricultural Occupations, Reading Materials, Secondary Education, Vocational Agriculture

The booklet is designed primarily for use in teaching students about careers and the importance of work; it provides introductory information about agricultural occupations presented at the reading level of students normally enrolled in high school agricultural classes. Among the fundamental principles which should be taken into consideration when early decisions about agricultural careers are made, are these: Many occupations in agribusiness tend to be similar to those of other businesses from the standpoint of benefits to the worker, yet, in certain agricultural occupations there is a great deal of difference; the hours of work, fringe benefits, and methods of pay for farm work, for instance, often vary from routine industrial work. Further information is presented on the organization of work, the trend in working conditions, the role of labor unions, labor legislation, and discussion of labor market trends and the possibilities for small businesses. Two pages of questions for discussion and activities to perform conclude the booklet. (Author/AJ)

**ED 112 010** CE 004 757

Lee, Jasper S.

Exploring Agricultural Careers: The Importance of Work.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No.—AB-4

Pub Date 75

Note—25p.; For related document, see CE 004 756

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Agricultural Occupations, Career Awareness, \*Career Education, Concept Teaching, Fundamental Concepts, \*Instructional Materials, \*Junior High Schools, \*Occupational Information, Reading Materials, Secondary Education, Vocational Agriculture, Work Attitudes

The publication is designed primarily for use in teaching students about careers and the importance of work, with special emphasis on exploring agricultural careers. It is written at an appropriate reading level for most students in grades 7 and up; it may be used by the instructor as a resource document. The booklet is designed to answer the following questions: (1) What is work, the "world of work," the agricultural world of work? (2) What is the distinction between careers, occupations, and jobs? (3) Why do people work? (4) How is level of living related to work? (5) How do people view work? (6) Why should youth study about work? (7) Why is it necessary to plan a career? (8) What is career education? (Author/AJ)

**ED 112 011** 95 CE 004 758

Health Occupations Education: Suggested Curriculum Guide for Nursing Assistant. Curriculum Guide-3.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Jun 75

Grant—OEG-3-74-0120

Note—123p.; For related document, see CE 004 759

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Behavioral Objectives, Course Content, \*Curriculum Guides, Educational Objectives, \*Health Occupations Education, Learning Activities, \*Lesson Plans, \*Nurses Aides, Reading Assignments, Resource Guides, Secondary Education

The curriculum guide, developed to serve as a statewide model for nursing assistant programs, offers teaching suggestions for nursing assistant courses in the public schools. It is designed for 270 hours of theory and 200 hours of clinical instruction. There are 11 units of instruction: orientation; human behavior; medical communication skills; asepsis; nutrition; safety; body systems and disorders; basic skills; admission, transfer, and discharge; death; and maternal and infant care. For each unit, vertical columns present expected behavioral outcomes, content, suggested activities, and evaluation/assignment suggestions. The units constitute the first half of the document. The remaining half of the guide presents sample lesson plans in 16 areas: admission, asepsis, back care, bathing the newborn, care of the dying, communicable diseases, medical terminology, mental health, muscular system, nutrition, customs and rites, respiratory system, taking temperatures, and urinary system. The final three pages list sources for filmstrips, films, transparencies, kits, posters, pamphlets, and other material. (AG)

**ED 112 012** 95 CE 004 759

Health Occupations Education: Evaluation Materials for Nursing Assistant Programs. Curriculum Guide-4.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Jun 75

Grant—OEG-3-74-0120

Note—317p.; For the program's curriculum guide, see CE 004 758

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

Descriptors—\*Essay Tests, Health Occupations Education, Multiple Choice Tests, \*Nurses Aides, \*Objective Tests, \*Performance Tests, \*Tests

The evaluation materials presented may be used by instructors of nursing assistants as assign-

ment sheets or as unit tests, whichever is deemed most advantageous for the students. The test items are presented in divisions which correspond to the 11 units of the related curriculum guide: orientation, human behavior; medical communication skills; asepsis; nutrition; safety; body systems and disorders; basic skills; maternal and infant care; admission, transfer, and discharge; and death. Tests are in the form of multiple choice, true-false, completion, and matching items; essay sections; object tests; and performance tests. Not all forms are employed for each unit. Answer sheets are included. (AG)

ED 112 013 CE 004 760

Zell, Laverne C. Weld, Edric A., Jr.  
Women's Participation in Higher Education: A Case Study of Degrees Conferred by Field of Study by Nine Colleges and Universities in the Cleveland Metropolitan Area, 1973-74.  
Cleveland State Univ., Ohio. Inst. of Urban Studies.

Spons Agency—Cleveland Commission on Higher Education, Ohio.

Pub Date 23 Dec 74

Note—67p.

Available from—Clearinghouse for Research on Women and Employment, Institute of Urban Studies, Cleveland State University, East 24th and Euclid Ave., Cleveland, Ohio 44115 (\$2.50)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Career Choice, Comparative Analysis, Degrees (Titles), Employment Opportunities, Equal Opportunities (Jobs), \*Females, \*Higher Education, Occupational Choice, Regional Schools, \*School Surveys, Sex Role, Sex Stereotypes, Statistical Data, Student Characteristics, Tables (Data), \*Womens Education Identifiers—Ohio (Cleveland)

The study examines the kinds of education and training that women have been receiving from institutions of higher education in the Cleveland area and particularly in Cuyahoga County. Records of degrees conferred in 1973-74 by program study were secured from nine colleges and universities in Cuyahoga County (Baldwin-Wallace, Case Western Reserve University, Cleveland State University, Cuyahoga Community College, Dyke, John Carroll University, Notre Dame, St. John College, and Ursuline College) with total enrollments of 52,855. The percentage distribution of degrees granted by field of study in Cuyahoga County and the number of degrees granted per 100,000 population are compared with national average figures (1970-71) from the Department of Health, Education, and Welfare. The survey data showed that most women receiving degrees in Cuyahoga County have been trained in traditionally "female" fields of specialization; few women have received degrees in traditionally "male" fields; and the absence of women in education and training programs leading to male occupations is true of all types of postsecondary education and training. The report further discusses possible factors accounting for the small number of women in traditionally "male" programs of study. The study concludes with a list of priority areas for further investigation. (BP)

ED 112 014 95 CE 004 761

Boggs, Minnie E., Ed. Lee, George, Ed.  
Articulation of Secondary and Post-Secondary Vocational Education Programs. A Report from the Third Institute. Agriculture, Auto Body Repair and Painting, Carpentry, Distributive Education. Final Report.

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Bureau No.—F9006VK

Pub Date May 75

Grant—OEG-9-74-0084

Note—139p.; For related document, see CE 004 762

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Agriculture, \*Articulation (Program), Auto Body Repairmen, Carpenters, Course Descriptions, Distributive Education, \*Educational Programs, Participant Characteristics, Participant Satisfaction, Post Secondary Education, Program Attitudes, \*Program Descriptions, \*Program Evaluation, Secondary Education, \*Vocational Education Identifiers—Hawaii

The report describes an institute whose purpose was to produce specific recommendations to facilitate student transition from one school to another within and between the secondary and postsecondary levels in the four vocational education subject areas of agriculture, auto body repair and painting, carpentry, and distributive education. For each of the four subject areas, the report describes goals and objectives; analyzes both horizontal and vertical articulation with respect to recommendations, implementation procedures, cost factors, and implications/benefits; and provides course equivalencies among the various participating secondary and postsecondary institutions. Three-fourths of the document consists of appendices. The first appendix is a third party evaluation of the institute which considers background of respondents, goals/purposes of the institute, institute methods and materials, institute organization, and summary and recommendations. Four other appendices provide various information for the four subject areas such as task force budgets, student flow charts, courses, requirements, and course descriptions at the various high schools and community colleges, and employment opportunities. The final appendix lists institute participants. (JR)

ED 112 015 95 CE 004 762

Boggs, Minnie E.

Articulation Among and Between Public Secondary and Post-Secondary Institutions in Hawaii. A Follow-up Study of the Implementation of the FY 1973 Articulation Recommendations. Final Report.

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Bureau No.—V0274VZ

Pub Date May 75

Grant—OEG-0-74-1649

Note—74p.; For related document, see CE 004 761

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Articulation (Program), Auto Mechanics (Occupation), Business Education, Drafting, Educational Objectives, \*Educational Programs, Followup Studies, Food Service, \*Formative Evaluation, Post Secondary Education, Program Descriptions, Program Evaluation, Secondary Education, Statewide Planning, \*Vocational Education

Identifiers—\*Hawaii

The followup study on program articulation in Hawaii public secondary and postsecondary educational institutions examines articulation in the subject areas of auto mechanics, business education, drafting, and food service. It contains seven general recommendations regarding articulation for the State Board of Vocational Education, the Board of Regents, community college provosts, and the State Department of Education. In addition, it contains specific recommendations relative to implementation of program articulation in the four subject areas for the community colleges and State Department of Education. It also contains the report of an administrators' meeting on articulation with the various general and specific recommendations and articulation guidelines and responsibilities delineated by provosts. Appendixes comprising one-half of the document list the program offerings in the four subject areas and analyze them with respect to: extent of implementation of articulation, description of implementation, responsible agent, expected outcomes, cost factors, and other implications of both the postsecondary and secondary levels. (JR)

ED 112 016 CE 004 763

Orlich, E. Patricia Orlich, Donald C.

Writing a Successful Research Grant Proposal. Washington Research Coordinating Unit for Vocational Education, Olympia.

Pub Date Jul 75

Note—64p.; For related document, see CE 004 764

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Expository Writing, Guides, Research Projects, \*Research Proposals, \*Technical Writing, \*Writing Skills

The guide provides suggestions for vocational educators who desire to write proposals for research, demonstration, or development. The guide's first chapter, Organizing Your Ideas, outlines procedures for communicating one's intentions and for preparing a prospectus or abstract,

and offers models of abstracts. The second chapter, Writing the Proposal, covers the following areas: statement of the problem, review of the related research and literature, objectives, procedures or methodology, preparing a project time line, project evaluation, dissemination procedures, staffing, budget requirements, and appendices. The final chapter, Submitting a Proposal, covers planning for the details and evaluating the proposal. The guide also includes an index. (JR)

ED 112 017 CE 004 764

Orlich, Donald C. And Others  
Guide to Sensible Surveys.

Washington Research Coordinating Unit for Vocational Education, Olympia.

Pub Date Jul 75

Note—162p.; For related document, see CE 004 763

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Data Analysis, Data Collection, \*Questionnaires, \*Research Methodology, \*Research Skills, \*Research Tools, Statistical Analysis, \*Surveys, Test Bias

The manual provides vocational educators with information and guidelines regarding the design and use of questionnaires and interviews for gathering data and the construction, tabulation, and analysis of both open ended and forced response survey instruments. The first of nine chapters deals with surveys as a data collection technique, discusses the use of printed instruments, other information collecting techniques, and additional guidelines to determine the selection of survey type. Chapter 2, writing questions, covers plans for question building and response modes. Chapter 3, forced response questions, deals with establishing appropriate scales and includes self-practice items. Chapter 4, coding survey items, discusses forced response and open response codes. Chapter 5, preventing biased results, deals with wording the questions, sampling considerations, and selecting the appropriate response type. Chapter 6, conducting the survey, discusses knowing the target population, protecting the participants, using inclusionary language, and communicating with the target population. Chapter 7, tabulation of data, discusses methods of tabulation, especially electronic tabulation. Chapter 8, statistical analysis of data, discusses descriptive techniques and the use of statistical tests. The last chapter, the research report, covers planning and constructing the report. An appendix includes three model questionnaire formats. The document is indexed. (JR)

ED 112 018 CE 004 765

Inservice Education Manual for Long-Term Care Facilities in South Carolina.

South Carolina State Board for Technical and Comprehensive Education, Columbia.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date Mar 74

Note—163p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Adult Education, \*Inservice Courses, \*Inservice Education, Instructional Aids, Lesson Plans, Manuals, \*Nursing Homes, Program Evaluation, \*Resource Materials, \*Teaching Guides, Teaching Methods, Teaching Skills, Unit Plan

Identifiers—South Carolina

The manual contains comprehensive multidisciplinary training units for supervisors intending to conduct inservice education courses among health personnel in South Carolina nursing homes. The first five units provide a general orientation to inservice education: introduction, the supervisor and inservice education, what inservice can and can't do, why plan inservice education, and orientation and continuing education (the new employee, developing the team). The next nine units contain specific suggestions regarding the organization, delivery, and evaluation of inservice education courses: setting priorities, choosing a topic, writing objectives for the training session, constructing the training plan, designing the lesson plan, using personnel within the nursing home for training and followup, delivering training, and evaluating. The final unit comprises half of the document and contains resource material which includes descriptions of: the trainer's role, needs indicators and needs assessment, training aids, training details, sample lesson



plans, evaluation methods, records, personnel evaluation, and regulations for Medicare and Medicaid. (JR)

**ED 112 019** **CE 004 766**

Karschnia, P. T.  
**Education, The War Colleges and Professional Military Development.**

National War Coll., Washington, D.C. Strategic Research Group.

Report No.—AD-A008-945

Pub Date May 75

Note—16p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A008-945; HC-\$3.25; MF-\$2.25)

**Document Not Available from EDRS**

Descriptors—College Role, Educational Assessment, \*Educational Development, \*Educational Improvement, Educational Needs, \*Educational Quality, \*Institutional Role, Leadership Training, Military Personnel, Military Schools, \*Military Training, Professional Education, Professional Personnel  
Identifiers—\*War Colleges

The document's purpose was to generally assess the role of military education in the professional development of American military leadership and to derive supporting educational theory and construct. Professional military education resides in difficult circumstances. While external challenges from the Congress and the administration appear to constitute the most serious problems, the gravest concerns emanate from within the military establishment. Military education tends to vocationalize and specialize professional development rather than convey broad understanding. The political environment faced by the military generalist is not adequately confronted in the educational system nor in the indeterminacy of future strategic design. The document concludes that military educators should combine to assist in the development of a general military professionalism of high technical and ethical quality. To achieve this the war and staff colleges must: (1) become institutions where individual disciplines and specialties are subjected to the active criticism of contending disciplines, (2) become teaching institutions to impart professional understanding, rather than simply disseminate information, and (3) achieve a systematic coherence among themselves as a regular part of career development in which the successful military generalist would participate in three war and staff college levels. (NTIS)

**ED 112 020** **CE 004 767**

**Elementary School Handbook: World of Work.**  
Dependents Schools (DOD), Washington, D.C. Pacific Area.

Pub Date Aug 72

Note—263p.; For secondary school handbook, see CE 004 768

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—Behavioral Objectives, \*Career Education, Curriculum Development, \*Elementary Education, Field Trips, \*Instructional Materials, \*Learning Activities, Occupational Clusters, \*Resource Guides, Student Characteristics, Teacher Developed Materials

The handbook's purpose is to unify elementary career education materials for administrators, teachers, counselors, and career education specialists in the Department of Defense Schools (Pacific Area). The first section of the document outlines and defines the program's concepts and objectives, occupational clusters, the roles of various school personnel, and community assistance in planning a program. The document provides learning activities for field trips; the general characteristics of five, seven, eight, ten, and eleven year olds with related behavioral objectives; and job cluster activities. Selected activities are presented for: (1) language arts; (2) social studies; (3) mathematics; (4) health; (5) environment; and (6) making puppets, role-playing, simulation, occupational mobiles, and general activities. The document concludes with a section entitled "Resources" describing the resource people and the media center, and providing 88 pages of lists of resource materials (books; materials and kits; occupational films, filmstrips, recordings, and songs; lists of additional audiovisual materials, addresses of producers and distributors, miscellaneous occupational aids, and sources for free materials). (BP)

**ED 112 021** **CE 004 768**

**Career: Secondary School Career Education.**  
Dependents Schools (DOD), Washington, D.C. Pacific Area.

Pub Date Nov 74

Note—598p.; Available in microfiche only due to marginal legibility of original copy. For related elementary school handbook, see CE 004 767

**EDRS Price MF-\$1.08 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, Classroom Materials, Curriculum Guides, \*Instructional Materials, Integrated Curriculum, \*Learning Activities, Occupational Clusters, Resource Guides, \*Secondary Education, Teacher Developed Materials, \*Units of Study (Subject Fields)

The purpose of the handbook is to provide a resource to teachers for integrating career education into secondary level subject areas in order to reveal to students the broad range of career possibilities and the relevance of subject matter to the world of work. The first 19 pages of the document discuss the broad objectives of the program, the articulation of career education goals, and an overview of the program's elements. The remaining 530 pages of the document consist of career education resource packets of learning activities for the following subjects: art (20 pages), business education (30 pages), foreign language (6 pages), home economics (170 pages), industrial arts (3 pages), language arts (123 pages), music (6 pages), physical education—health and leisure (19 pages), science (63 pages), social studies (67 pages), and transactional analysis (38 pages). Many of the packets include teaching suggestions and objectives and many offer forms, illustrations, testing, instruments, and resource guides. (BP)

**ED 112 022** **CE 004 769**

**National Highway Institute: Training Information and Procedural Checklist.**

Federal Highway Administration (DOT), Washington, D.C. National Highway Inst.

Note—25p.

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

Descriptors—\*Administrator Role, \*Check Lists, Federal Programs, \*Institutes (Training Programs), \*Leadership Responsibility, Records (Forms), Task Analysis

Identifiers—\*National Highway Institute

The checklist identifies the responsibilities of the technical director, course coordinator, monitor, and instructor in setting up a training program for the National Highway Institute. The definitions and responsibilities for each role are specified. The checklists for each role specify tasks to be completed and provide space in which to note "Need Date" and "Completion Date." Use of the checklists will help in staging more successful training programs. Two Federal Highway Administration forms are included: a class registration form and a proposal, approval, and record of training form. (AG)

**ED 112 023** **CE 004 770**

**Common Skills in Map Reading: Programed Text.**  
Army Engineer School, Fort Belvoir, Va.

Report No.—45C20-C-010-010

Pub Date 25 Mar 75

Note—301p.; Nonreproducible portions of the illustrative matter were deleted

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

Descriptors—\*Autoinstructional Aids, \*Map Skills, Military Training, \*Programed Materials

The self-teaching text in map reading covers those skills needed by readers of military maps and map substitutes. It provides a foundation for personnel whose training program will require specialized or more advanced skills. Practical experience in the field with map and compass should supplement the text. The six parts of the text are meant to be studied sequentially. The six divisions are: symbols and marginal information, location, distance, direction, relief, and map supplements and substitutes. The text consists of frames (presenting a single teaching point which usually requires an answer to a specific problem) and panels (illustrations or other information needed to solve the problems in the frames). (Author/AG)

**ED 112 024** **CE 004 771**

**Career English.**  
Dependents Schools (DOD), Washington, D.C. Pacific Area.

Pub Date Nov 74

Note—158p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Career Choice, \*Career Education, \*Course Content, \*English Instruction, Grammar, Objective Tests, Questionnaires, Relevance (Education), \*Secondary Education, Student Projects, Writing Skills  
Identifiers—\*Career English

Career English is a course planned to teach the fundamental communicative skills to students in a meaningful, motivational, practical way through the medium of career choice. The handbook is meant to be a supplementary tool for high school teachers. Phase 1 focuses on the fundamentals of basic grammar and basic writing; it is divided into seven lessons: nouns and pronouns, subjects and verbs, complete and incomplete sentences, the paragraph, punctuation and capitalization, usage, and suggestions for review. Each of the lessons contains definitions, classifications, examples, spelling, vocabulary, and tests. Every effort must be made to correlate Phase 1 with Phase 2, where the student is asked to research and complete a written project on his future career. The project has 14 main sections: title page, introduction, application section, resume, written correspondence section, student cumulative record sheet, job description sheet, career English questionnaire, statement of final decision, student evaluation of the project, related newspaper and magazine articles, correction sheets, list of resource materials, and oral talk. Instructions to the student are included for each section. (Questionnaires and pre- and posttests are included.) (AG)

**ED 112 025** **CE 004 772**

Rhee, H. A.

**Human Aging and Retirement: Questions Unresolved and Resolved. Some Reflections on Contemporary Gerontology and its Relevance to Retirement Policy.**

International Social Security Association, Geneva (Switzerland).

Pub Date 74

Note—302p.

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

Descriptors—\*Age, Demography, Geriatrics, Health, \*Older Adults, \*Retirement, Senior Citizens, Social Services, Work Experience  
Identifiers—\*Gerontology, Inflation, Social Security

The report is a general multidisciplinary survey of current areas of interest in the field of gerontology, especially those having to do with retirement and the provision of social security. Chapter 1 discusses social security as an issue in gerontology and the concern of social security with retirement and aging. Chapter 2 discusses the "Third Age," and deals with problems which older people encounter. Chapter 3 discusses the differences between the life spans of men and women and the causes behind them. Chapter 4 discusses the statistical data on demography which is available and that which is needed. Chapter 5 deals with the significance, characteristics, and history of retirement, role changes, social security benefits, and the retired and defense of their interests. Chapter 6 discusses the particular effects of inflation on the older generation. Chapter 7 discusses the interaction of the elderly with their younger fellow citizens and the "disengagement" controversy. Chapter 8 discusses man's relation to his work and occupation. Chapter 9 discusses the meaning of functional age and whether or not it can replace the concept of chronological age. Chapter 10 discusses improvements in somatic health, problems of stress, and their relation to the "disengagement" controversy. An index to the document is included. (Author/JR)

**ED 112 026** **CE 004 773**

Auster, Donald Auster, Nancy R.

**Men Who Enter Nursing: A Sociological Analysis.**  
Saint Lawrence Univ., Canton, N. Y.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.

Report No.—PB-240-389

Pub Date 70

Note—664p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-240-389; HC-\$15.25; MF-\$2.25)

**Document Not Available from EDRS**

Descriptors—Career Choice, Females, \*Males, Medical Education, \*Nurses, Nursing, Questionnaires, \*Recruitment, \*Student Attitudes, Surveys, \*Work Attitudes

Little is known about the relationship between the choice of a sex discrepant occupation and the selection of a nursing career, attitudes toward training, and professional socialization. The research design included a cross-sectional attitude survey of both beginning and advanced nursing school students. Data were obtained from a group-administered questionnaire on 335 men and 508 women in 32 degree-granting institutions which differed in size, location, and source of support. The findings suggest that recruiting would be most productive in lower socioeconomic strata, in small towns and rural areas, and by male recruiters visiting high schools. Mass media communications should stress nursing aspects most likely to appeal to men: professionalism, leadership, administration, science, and technology. Attracting the discharged veteran requires intense efforts. Men present a problem for nursing faculties in that while they view themselves superior to women, they place less value on hard work and were poorer students in high school. Men in their twenties may require a stipend and will do best in the permissive atmosphere of a college. (NTIS)

**ED 112 027** CE 004 774

Scheffknecht, J. J.

**The Tutor, [and] A Typology of Adult Educators.**  
Council for Cultural Cooperation, Strasbourg (France).

Pub Date 75

Note—53p.; Two works in one volume

Available from—Council for Cultural Co-operation, Council of Europe, Strasbourg, France (\$4.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Adult Education, \*Adult Educators, Educational Methods, Foreign Countries, \*Teacher Education, Training Objectives, Tutoring, \*Tutors, \*Typology, Unit Plan

The two-part report surveys tutor training in several European countries, particularly England and France, and presents a typology of adult educators. The first part deals with introductory considerations concerning tutor training in three sections: present state of tutor training in Europe, which discusses types of tutor training and general trends and the main features of tutor training; aims and methods of tutor training, which discusses the main goals and the elements of a methodology of tutor training; and an example of the organization of material into training units, which presents a 16-unit adult education tutor training scheme organized around the training situation. The second part of the document analyzes the constituents of a system for the continuing education of adults. Part 2 covers in turn: trends and perspectives in continuing education for adults, the education and teaching function, and animation and intervention function, the information function, the research and tutor training function, the administration function, the organization function, and the management function. (JR)

**ED 112 028** CE 004 778

**Home Management and Human Service Competencies.**

Regional Learning Service of Central New York, Syracuse.

Pub Date Jun 75

Note—163p.; Report of a project for Cooperative Assessment of Experiential Learning (CAEL)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Activity Learning, Community Resources, \*Comparative Analysis, Decision Making Skills, Family Health, Goal Orientation, Homemaking Skills, \*Home Management, Human Development, Interpersonal Competence, \*Job Analysis, Money Management, Role Perception, Self Evaluation, \*Skills, Surveys

Faculty representatives from five postsecondary institutions having human service/human ecology programs and two members of the Regional Learning Service staff comprised a task force whose objectives were to identify competencies acquired through home management which relate to undergraduate course objectives, to recommend ways to assess these, and to recommend criteria for granting undergraduate credit for experiential learning. The task force produced a list of 54 competencies in 10 broad domains. With the checklist of competencies as a common stimulus, 20 homemakers, 25 human service agency administrators, and educators from 19

postsecondary institutions responded to different sets of questions relating to their own work roles. Responses for each group are presented with detailed analysis. Important findings were that home management competencies and domains: (1) are valued by homemakers, (2) are creditable and part of the curricula in postsecondary institutions, (3) are perceived by agency administrators as desirable for agency personnel, and (4) are valued differently by educators than by homemakers and employers. Appended materials include: report of task force activities, the questionnaire used and tabulation of responses for the three groups, statistical analysis of the data, and the first draft of the home management competency list. (Author/MS)

**ED 112 029** 95 CE 004 779

Nordgaard, W. M.

**A Follow-Up of Fiscal Year 1971 Trade-Industrial and Health Graduates from Vocational Education Post-Secondary Programs. Phase 2.**

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—RS-15

Pub Date Jun 75

Note—174p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Followup Studies, \*Graduate Surveys, Health Occupations Education, Post Secondary Education, \*Tables (Data), Trade and Industrial Education, \*Vocational Followup

Identifiers—North Dakota

A followup survey of 1,128 1971 graduates from trade, industrial, and health education programs at five secondary schools in North Dakota used a 27-item questionnaire and obtained responses from 852 graduates. Questions covered: (1) employment experiences, (2) evaluation of the vocational programs, and (3) recommendations for improving the programs. A 140-page section presents responses to the questions, tabulated for all the colleges combined and also for the individual colleges according to training program. A final eight-page section presents the author's summary and conclusions in the form of statements with accompanying references to the appropriate tables. Comments and recommendations cover the following topics: employment status and experience, opinions of colleges and training programs, recommendations for improvement of programs, and continuing education experiences. The letters and questionnaire used in the survey are appended. (MS)

**ED 112 030** 95 CE 004 780

**Mission Possible: Fargo Area Schools Work Experience Program: Annual Report. RCU Report No. 24.**

Fargo Public Schools, N. Dak.; North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-V00-32-VZ

Pub Date Jun 75

Grant—OEG-0-74-1714

Note—111p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Career Education, \*Career Exploration, \*Educational Programs, Letters (Correspondence), \*Program Descriptions, Questionnaires, Records (Forms), School Community Relationship, School Industry Relationship, Secondary Education, \*Vocational Education, \*Work Experience Programs

Identifiers—Fargo Area Schools Work Experience Program, FASWEP, Mission Possible, North Dakota (Cass County)

The report describes the Mission Possible program, an alternative career exploration program for secondary school students in Cass County, North Dakota. The program is a voluntary, flexible one in which students learn about careers at "career sites" in business and industrial establishments according to the following alternatives: observation, internship, released time, holiday and vacation period employment, or part-time employment. The report includes a review (with commentary) of the program's five objectives: identifying creative work experience approaches with business, industry, community, and civic organizations; improving student and employer satisfaction; identifying alternative work ex-

perience programs; developing procedures to utilize employment information; and providing in-service activities and services. The report includes a timetable for the implementation of the program from June 15, 1975 to May 1, 1976. It also includes six recommendations for expanding the program and reassessing its objectives in light of potential expansion. The report closes with a brief summary and conclusions. Almost three-fourths of the document is comprised of the following appendices: map of Cass County, promotional material, letters and forms, appointment reminder card, legislative documents, questionnaire results, school participation chart, status report, letters received from community participants and school administrators, and lawyer's opinion of school liability. (JR)

**ED 112 031** CE 004 781

Brant, Elaine E.

**Deriving and Using a Table of GED Scores Expected from Specific ITED Scores and Some Ancillary Forms for ABCE Students.**

Pub Date 18 Apr 75

Note—34p.; Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 16-18, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adult Basic Education, Educational Testing, \*Equivalency Tests, \*Predictive Ability (Testing), Predictor Variables, \*Prognostic Tests, Standardized Tests, Student Testing, Tables (Data)

Identifiers—Iowa Tests Of Educational Development, ITED

The paper states and proves three propositions regarding the usefulness of the ITED (Iowa Tests of Educational Development) in preparing adult basic education students to take the GED tests. The first proposition, that the ITED can be a useful practice test for GED candidates, is supported by the fact that the ITED tests are designed to measure the same skills as the GED and that the philosophy, objectives, subtest titles, and formats are similar in the two tests. Proposition 2, that performance on the ITED correlates positively with performance on the GED, and therefore can be used to predict scores on the GED, is supported by a series of investigations which demonstrated that the ITED Reading Comprehension test scores can be used to predict (with 75 percent confidence and within five points) an individual's average score on the GED in science, social studies, and literature. Proposition 3, that various criteria levels of GED performance are identifiable for various student goals, is demonstrated by the construction of two grids, one an item analysis and the other an individual profile sheet, which together can help students and instructors graphically analyze individual students' needs to attain skill levels meeting their chosen criteria levels. (Author/JR)

**ED 112 032** CE 004 782

Gallion, Leona M. Kavan, C. Bruce

**A Computer Based System for the Development and Analysis of Vocabulary Controlled Dictation Materials.**

Pub Date 2 Apr 75

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Business Education, \*Business Skills, Classroom Materials, \*Computer Assisted Instruction, Computers, \*Instructional Materials, Instructional Systems, \*Material Development, Secondary Education, \*Stenography, Systems Approach

The paper describes a project designed to develop and implement a computer based system to be utilized in the design and analysis of vocabulary-controlled dictation material. The system is based on the use of the 1,500 most frequently used words in business communications (as established by Mellinger), and words are coordinated with the theory lessons in beginning Gregg shorthand textbooks. As such, the dictation material generated under these conditions provides a fundamentally structured approach to speed building. The use of vocabulary-controlled dictation material tends to alleviate many of the dysfunctions associated with the use of non-vocabulary controlled dictation materials. (Author)



**ED 112 033** CE 004 783

Wray, Robert P. Thorson, James A.  
**New Wrinkles on Retirement: Program Notes.**  
 Georgia Univ., Athens. Georgia Center for Continuing Education.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.  
 Pub Date 75

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adjustment (to Environment), Adjustment Problems, Adult Education, \*Audiovisual Aids, Family Relationship, Marriage, Money Management, \*Older Adults, Physical Health, \*Retirement, Senior Citizens, Wills

The program notes were prepared to accompany the television series "New Wrinkles on Retirement." The eight units in the series are: facing inflation, which covers the decreasing value of the dollar, transportation costs, medical expenses, cutting expenses, family budgeting, investments, and places to live; vigor regained, which covers exercise and other health practices, good nutrition, and regular health checkups; a time to learn and a time to play, which covers constructive activity and hobbies, helping others, political involvement, and learning for pleasure; marriage and love, which covers marriage structure and function, relationships with children, adjustment to new roles, and mutual understanding; confronting loss, which covers loss of a spouse, loneliness, widowhood, and remarriage; your legacy, which covers wills and estates, trusts and insurance, and legal problems in retirement; quacks and frauds, which covers avoiding con-men and not being victimized by crime; and maintaining happiness, which covers keeping a healthy outlook on life and maintaining mental and physical health. Two appendices are included: one, a bibliography of selected sources of information and the other, a list of places to live. (JR)

**ED 112 034** CE 004 792

Kingsley, Ronald F. Kokaska, Charles  
**Economic Competency: Implications for Programs for the Educable Mentally Retarded.**

Pub Date 75

Note—9p.

Journal Cit—Middle School Journal; v6 n1 p17-20 Spring 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Budgeting, \*Consumer Education, Curriculum Design, \*Educable Mentally Handicapped, \*Educational Programs, \*Money Management, Program Content, \*Work Study Programs

One of the major objectives of programming for the educable mentally retarded is the development of the individual's economic competency or efficiency. In order to reinforce this objective it is necessary that classroom activities employ real money and that some type of work experience be provided so that students learn to manage a given amount of economic resources within the community marketplace. With most jobs open to the retarded being low-paying service occupations, it is paramount that educational programs provide the best possible training and the survival skills necessary to make every dollar stretch as far as possible. The educational program conceptualized to meet this need contains two interacting phases: classroom instruction which focuses on problem solving, and work-study which provides economic rewards for completing specific repetitive duties characterized as work tasks. Once work-study programs are operational, it is possible to introduce into the curriculum the concepts of consumer education, suggested topics for which are: banking and savings, bills, borrowing money, budgeting, buying on credit, home ownership, insurance, medical-dental, renting, shopping techniques, taxes, and transportation. Thus students' experience of earning a salary is complemented with that of their own planned utilization of financial resources within the community marketplace. (Author/JR)

**ED 112 035** 95 CE 004 794

Tokash, Joseph And Others

**[Construction Curriculum Project: Final Report.]**  
 Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date Jul 75

Grant—OEG-0-71-4664

Note—24p.; For the curriculum materials developed by this project, see CE 004 795-801; For the articulation guide, see CE 004 802

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Advisory Committees, \*Construction Industry, \*Curriculum Development, \*Material Development, Secondary Education, Trade and Industrial Education

The development phase of the project, designed to produce occupational and job cluster curricula for the field of construction in grades 9-12, took place from July 1971 through December 1972. Two exploration-level documents and two sets of preparation-level documents were to be developed. The project staff, assisted by an advisory committee, selected a 10-step plan for production of the instructional materials incorporating national and international research and consultation with the educational and industrial fields. A specifically designed field test was conducted for one and one-half school years by a national advisory committee in three school districts which met the selection criteria. Evaluations and recommendations throughout the project came from: the advisory committee members; field test visitations; interviews with students, teachers, counselors, and administrators; and status reports from instructors, counselors, and administrators. Eight basic recommendations which were incorporated into the final products dealt with: need for illustrations in student manuals (including women and minorities), reduced size and bulk of the documents, use of simple language in student manuals, and expansion of exploration segments in instructor's guide. Appended are advisory committee and consultant lists, names of field testing schools, and visitation agendas. (Author/MS)

**ED 112 036** 95 CE 004 795

**Careers in Construction: Construction Industry Series: Student Manual and Instructor's Guide.**  
 Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date 75

Note—203p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 796-801; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. for the student manual 017-080-01405-7; For the instructor's guide 017-080-01414-9)

**Document Not Available from EDRS**

Descriptors—Career Choice, \*Career Exploration, \*Construction Industry, Course Content, \*Curriculum Guides, Learning Activities, \*Occupational Information, Secondary Education, Study Guides, Trade and Industrial Education, Unit Plan

The guide for instructors of construction occupations provides instructional suggestions and informational sources for structuring an exploratory program. The program is divided into the following blocks, representing different experiences in construction: (1) wood; (2) finishing; (3) engineering, support, and management services; (4) metal; (5) electricity; (6) masonry; and (7) heavy equipment. Within each block are several units for which overall objectives, sources of information, academic related theory and information, subobjectives (in behavioral terms), and suggested activities are outlined. A four-step method for using the guide is suggested which consists of preparing the students by introducing the topic, presenting the lesson, student application, and followup (including career opportunities). Appended materials are a suggested tool and equipment list and a sample lesson plan. The accompanying student manual is designed to serve as a supplement to guidance services and is an introduction to construction careers. It contains general information about each career field and specific information about the occupational families within that field. Detailed information on working conditions, training requirements, wages, advancement, future outlook, and sources of additional information are included. (Author/MS)

**ED 112 037** 95 CE 004 796

**Wood: Construction Industry Series: Preparation Level: Student Manual and Instructor's Guide.**  
 Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—190p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 795-801; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. for the student manual 017-080-01422-0; For the instructor's guide 017-080-01416-5)

**Document Not Available from EDRS**

Descriptors—Building Trades, Carpenters, Construction (Process), \*Construction Industry, Course Content, \*Curriculum Guides, Flooring, Learning Activities, Roofing, Secondary Education, Study Guides, \*Supplementary Textbooks, Trade and Industrial Education, Unit Plan, \*Woodworking

The guide is an outline of training experiences designed to lead a student to at least entry-level job proficiency in the carpentry trades within the construction industry. Teaching units cover forming, framing, trimming and siding, flooring, and roofing. Each unit has several overall objectives which are divided into subobjectives, stated in behavioral terms. Specific suggested activities are listed for each subobjective. Lists of texts and academic related theory information are provided for each overall objective. A four-step lesson plan procedure is described consisting of preparation of the lesson, presentation, application of student performance, and performance test. A sample plan using these steps is appended. The accompanying student resource manual is intended to serve as a supplemental text. Topics included correspond with those in the teaching units, providing detailed background information necessary for performing the suggested activities. Discussion of materials used, processes, safety considerations, first jobs, and continued training is included. A five-page section identifies and describes tools and equipment according to use. Also included is a 12-page glossary and an appended textbook and source list. (Author/MS)

**ED 112 038** 95 CE 004 797

**Finishing: Construction Industry Series: Preparation Level: Student Manual and Instructor's Guide.**

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—295p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 795-801; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. for the student manual 017-080-01455-6; For the instructor's guide 017-080-01419-0)

**Document Not Available from EDRS**

Descriptors—Building Trades, Carpentry, Construction (Process), \*Construction Industry, Course Content, \*Curriculum Guides, \*Finishing, Flooring, Glass, Glaziers, Landscaping, Learning Activities, Occupational Information, Painting, Secondary Education, Study Guides, \*Supplementary Textbooks, Trade and Industrial Education, Unit Plan

The guide is an outline of training experiences designed to lead a student to at least entry-level job proficiency in the finishing trades within the construction industry. Teaching units cover insulating, drywall, painting and wall covering, glass and glazing, floor covering, and landscaping. Each unit has several overall objectives which are divided into subobjectives, stated in behavioral terms. Suggested activities are listed for each subobjective. Lists of texts and academic related theory information are provided for each overall objective. A four-step lesson plan procedure is described consisting of preparation of the lesson, presentation, application of student performance, and performance test. A sample lesson plan using these steps is appended. The accompanying student resource manual is intended to serve as a supplemental text. For each topic covered in the teaching units there is a corresponding section in the manual providing: (1) basic information necessary to performing the suggested activities, (2) detailed discussion of materials and processes used, (3) description of tools and equipment, (4) safety considerations, (5) job opportunities and further education, (6) a glossary, and (7) an appended list of information sources. (Author/MS)

**ED 112 039** 95 CE 004 798  
**Engineering, Support, and Management Services:**  
**Construction Industry Series: Preparation**  
**Level: Student Manual and Instructor's Guide.**

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—365p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 795-801; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. for the student manual 017-080-01454-8; for the instructor's guide 017-080-01451-3)

**Document Not Available from EDRS**

Descriptors—Architectural Drafting, Blueprints, Building Trades, Civil Engineering, \*Construction Industry, \*Construction Management, Course Content, \*Curriculum Guides, \*Drafting, Engineering Drawing, Inspection, Learning Activities, Secondary Education, Study Guides, \*Supplementary Textbooks, Trade and Industrial Education, Unit Plan

The guide is an outline of training experiences designed to lead a student to at least entry-level proficiency in engineering, support, and management service jobs within the construction industry. Teaching units cover construction drafting, architectural drawing, engineering drafting, estimating, expediting and scheduling, surveying, testing and inspecting, material distribution, and blueprint reading. Each unit has several overall objectives which are divided into subobjectives, stated in behavioral terms. Suggested activities are listed for each subobjective. Lists of texts and academic related theory information are provided for each overall objective. A four-step lesson plan procedure is described consisting of preparation of the lesson, presentation, application of student performance, and performance test. A sample lesson plan using these steps is appended. The accompanying student resource manual is intended to serve as a supplemental text. Topics included correspond with those in the teaching units, providing basic information necessary to performing the suggested activities. Job activities, materials, processes, tools, and equipment are described in detail. Glossaries of important terms and appended lists of information sources are included for each topic. (Author/MS)

**ED 112 040** 95 CE 004 799  
**Metal: Construction Industry Series: Preparation**  
**Level: Student Manual and Instructor's Guide.**

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—371p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 795-801; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. for the student manual 017-080-01456-4; for the instructor's guide 017-080-01423-8)

**Document Not Available from EDRS**

Descriptors—Air Conditioning, Building Trades, Construction (Process), \*Construction Industry, Course Content, \*Curriculum Guides, Heating, Learning Activities, Machinists, \*Metal Working Occupations, Plumbing, Secondary Education, Sheet Metal Work, Study Guides, \*Supplementary Textbooks, Trade and Industrial Education, Unit Plan, Welding

The guide is an outline of training experiences designed to lead a student to at least entry-level job proficiency in the metal trades within the construction industry. Teaching units cover welding, sheet metal, plumbing, pipefitting, air conditioning and heating, millwrighting, and industrial mechanics. Each unit has several overall objectives which are divided into subobjectives, stated in behavioral terms. Suggested activities are listed for each subobjective. Lists of texts and academic related theory information are provided for each overall objective. A four-step lesson plan procedure is described consisting of preparation of the lesson, presentation, application of student performance, and performance test. A sample les-

son plan using these steps is appended. The accompanying student resource manual is intended to serve as a supplemental text. For each topic covered in the teaching units there is a corresponding section in the manual providing: (1) basic information necessary to performing the suggested activities, (2) description of job activities, (3) discussion of materials and processes used, (4) a glossary, and (5) appended list of information sources. (Author/MS)

**ED 112 041** 95 CE 004 800  
**Electricity: Construction Industry Series: Preparation**  
**Level: Student Manual and Instructor's Guide.**

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—210p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 795-801; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. for the student manual 017-080-01421-1; for the instructor's guide 017-080-01453-0)

**Document Not Available from EDRS**

Descriptors—Building Trades, Construction (Process), \*Construction Industry, Course Content, \*Curriculum Guides, \*Electrical Occupations, Electrical Systems, Electricity, Learning Activities, Secondary Education, Study Guides, \*Supplementary Textbooks, Trade and Industrial Education, Unit Plan

The guide is an outline of training experiences designed to lead a student to at least entry-level job proficiency in the electrical trades within the construction industry. Teaching units cover residential, commercial, and industrial wiring. Each unit has several overall objectives which are divided into subobjectives, stated in behavioral terms. Suggested activities are listed for each subobjective. Lists of texts and academic related theory information are provided for each overall objective. A four-step lesson plan procedure is described consisting of preparation of the lesson, presentation, application of student performance, and performance test. A sample lesson plan using these steps is appended. The accompanying student resource manual is intended to serve as a supplemental text. Topics included correspond with those in the teaching units, providing background information necessary for performing the suggested activities. Wiring systems and equipment, processes used, safety considerations, job opportunities, and continued training are described. Also included is a four-page glossary and an appended list of information sources. (Author/MS)

**ED 112 042** 95 CE 004 801  
**Masonry: Construction Industry Series: Preparation**  
**Level: Student Manual and Instructor's Guide.**

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—186p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 795-800; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number for the Student Manual 017-080-01420-3; for the Instructor's Guide 017-080-01452-1)

**Document Not Available from EDRS**

Descriptors—Bricklaying, Building Trades, Cement Industry, Construction (Process), \*Construction Industry, Course Content, \*Curriculum Guides, Learning Activities, \*Masonry, Occupational Information, Secondary Education, Study Guides, \*Supplementary Textbooks, Trade and Industrial Education, Unit Plan

The guide is an outline of training experiences designed to lead a student to at least entry-level job proficiency in the masonry trades within the construction industry. Teaching units cover concrete working, brick and block layering, plastering, and tile and terrazzo working. Each unit has several overall objectives which are divided into subobjectives, stated in behavioral

terms. Suggested activities are listed for each subobjective. Lists of texts and academic related theory information are provided for each overall objective. A four-step lesson plan procedure is described consisting of preparation of the lesson, presentation, application of student performance, and performance test. A sample lesson plan using these steps is appended. The accompanying student resource manual is intended to serve as a supplemental text. Topics included correspond with those in the teaching units, providing background information necessary for performing the suggested activities. Discussion of materials used, processes, safety considerations, job opportunities, and continued education is included. The manual also contains a three-page glossary and an appended list of information sources. (Author/MS)

**ED 112 043** 95 CE 004 802  
**Articulation Guide: Construction Industry Series.**  
 Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—5p.; For the final report of the project, see CE 004 794; For the instructor's guides and student manuals, see CE 004 795-801  
 Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 017-080-01417-3)

**Document Not Available from EDRS**

Descriptors—Advisory Committees, \*Articulation (Program), Cooperative Planning, Counselor Role, \*Curriculum Development, \*Curriculum Problems, Integrated Curriculum, Post Secondary Education, School Industry Relationship, Secondary Education, \*Trade and Industrial Education

Greater articulation efforts can increase the effectiveness and efficiency of the educational system. Horizontal articulation is communication among teachers, departments, and schools of similar levels. Within secondary-level schools the greatest horizontal articulation problem area is curriculum development. Use of program specialists, departmentalization, and commercial textbooks have all contributed to a noncomprehensive basis for curriculum. A cooperative effort among representatives of high school departments, business, industry, and postsecondary institutions to formulate a checklist of "must know" skills for students would be an effective way to integrate curriculum. Also, occupational and vocational vocabulary could be incorporated into academic subjects. Vertical articulation relates to communication between educational levels. Its practice would insure continuity in construction training programs from high school to postsecondary institutions, perhaps through the use of a modularized curriculum. The guidance counselor should provide a valuable articulation service within the school and community. Articulation is needed related to the changing role of women in construction. An advisory committee of representatives from the various trades, management, professional, and technical groups could keep instructors and counselors informed of conditions in the industry and also assist with placement. (Author/MS)

**ED 112 044** CE 004 803  
 Bhola, H. S.

**A Policy Analysis of Nonformal Education: The Case of Bolivia.**

Midwest Universities Consortium for International Activities, Inc., East Lansing, Mich.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date [75]

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Developing Nations, Educational Policy, Foreign Countries, \*Nonformal Education, \*Policy Formation, \*Political Influences, Social Factors, \*Socioeconomic Influences  
 Identifiers—\*Bolivia

This document discusses policy analysis of nonformal education by defining terms and then applying them to the specific case of Bolivia. A definition of policy is proposed and policy analysis is discussed in terms of political analysis and institutional analysis. The necessity for nonformal education is explored through historical background and current need, 13 characteristics

of nonformal education are listed, and a graphic presentation showing the relationship between nonformal education and general socioeconomic development is included. Policy sectors and policy arenas are defined, and nonformal education is discussed in terms of a policy arena. Policy analysis of Bolivian nonformal education is discussed in terms of the present political configuration, current distribution of educational goods, and the aspirations of the Bolivian elite. Evaluation of the success of nonformal education in Bolivia is made through examining Bolivian national policies, institutions and their capacities, media, grassroots organizations, and governmental support systems. It is suggested that the document may be useful to those interested in comparative and international education through its definition of policy and its relationship to public concern and the distribution of power within a society. Two tables supplement the analysis, and notes and references are appended. (LH)

**ED 112 045** CE 004 804

**Training Manual for Inspection for Decent, Safe, and Sanitary Housing.**

Federal Highway Administration (DOT), Washington, D.C. Office of Right-of-Way and Environment.

Pub Date Apr 75

Note—127p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Climate Control, Construction (Process), Electrical Systems, Health Conditions, Heating, \*Housing, \*Inspection, \*Instructional Materials, Manuals, Plumbing, Public Health Legislation, Sanitation

Identifiers—Housing Codes

The manual presents material designed to acquaint housing inspectors and their supervisors with the origin of public concern about housing problems; the past, present, and new approaches to housing code administration; the expanded role of the inspection function in the neighborhood improvement effort; and the general nature of their role and responsibilities. The first chapter, Trends in Housing, deals with all aspects except for role and responsibilities. That aspect is developed through the succeeding six chapters as individual elements of housing inspection are considered in detail: the housing code, health and sanitary elements, building aspects, plumbing elements, heating and environmental control, and electrical aspects. The manual contains numerous illustrations depicting materials, equipment, and assembly. Terms and procedures are defined and explained. (AG)

**ED 112 046** CE 004 805

**Hohenshil, Thomas H., Ed. Sheppard, N. Alan, Ed.**

**New Dimensions in Career Development for the Disadvantaged.**

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Vocational-Technical Education; Virginia State Dept. of Education, Richmond, Div. of Vocational Education.

Spons Agency—Virginia State Advisory Council on Vocational Education, Blacksburg.

Pub Date Jun 75

Note—141p.; Conference for Career Counseling and Vocational Education (4th, Blacksburg, Virginia, February 28 and March 1, 1975)

Available from—Harry L. Smith, Public Information and Publications, State Dept. of Education, Richmond, Virginia 23216 (Order No. CP-4; \$3.00)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Career Education, Career Planning, \*Conference Reports, Counseling Programs, Curriculum Development, \*Disadvantaged Youth, \*Educational Strategies, Employment Services, Federal Legislation, Parent School Relationship, Program Descriptions, Program Evaluation, Rural Youth, State Programs, Testing, Urban Youth, \*Vocational Counseling, \*Vocational Development

Identifiers—Virginia

The document presents the full texts of conference papers that examine views and programs in career development for disadvantaged youth, including minority and low income groups, and the handicapped. Four papers under the heading of Major Addresses discuss: (1) career development strategies for disadvantaged rural youth, (2) career development for youth in depressed urban areas, (3) the impact of Federal legislation on career-counseling and vocational education, and

(4) realistic alternatives in career planning. Under the heading of Special Interest Groups, seven papers describe: (1) involvement of parents, (2) evaluation of programs, (3) strategies for counseling, (4) standardized testing, (5) curriculum development and teaching, (6) programs resulting from the Virginia Standards of Quality, and (7) job placement services. Career Development Programs in Virginia are discussed in eight papers dealing with: (1) career development in community colleges, (2) manpower counseling, (3) special programs, (4) prevocational schools, (5) office services, (6) special programs for ages 14 and 15, (7) cluster approach to career orientation, and (8) alternative routes to school projects. Approximately 300 administrators, university personnel, counselors, teachers, and graduate students from four states participated in the conference. The program and list of participants is appended. (LH)

**ED 112 047** CE 004 806

**Food Services and Hospitality for 10th, 11th, and 12th Grades. Course Outline.**

Bucks County Technical School, Fairless Hills, Pa.

Pub Date 73

Note—31p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Course Content, \*Course Descriptions, Course Organization, \*Curriculum Guides, \*Food Service, \*Food Service Industry, Food Service Occupations, Job Skills, Secondary Education

The outline describes the food services and hospitality course offered to senior high school students at the Bucks County Technical School. Specifically, the course seeks to provide students with a workable knowledge of food services and foster in them a sense of personal pride for quality workmanship. In addition to a statement of the philosophy underlying the course's development and its instructional components and prescribed teaching methodology, the following are included in the contents: (1) general and specific course objectives, (2) instructional aids and a list of references, (3) scheduled instructional operations, (4) the organizational arrangement of the course, (5) required records and forms, (6) course regulations and equipment to be utilized, (7) curriculum content, (8) grading and evaluation policies to be followed, and (9) placement and followup operations. (SN)

**ED 112 048** CE 004 807

**Jacobs, Robert S.**

**Simulator Motion as a Factor in Flight Simulator Training Effectiveness.**

Illinois Univ., Urbana. Savoy Aviation Research Lab.

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Aircraft Pilots, \*Cost Effectiveness, Educational Experiments, Equipment Evaluation, \*Flight Training, Research Projects, Research Reviews (Publications), Simulation, \*Simulators, \*Transfer of Training

The document reviews the literature concerning the training effectiveness of flight simulators and describes an experiment in progress at the University of Illinois' Institute of Aviation which is an initial attempt to develop systematically the relationship between motion cue fidelity and resultant training effectiveness. The literature review discloses a dilemma: while the simulator does constitute a viable basic training aid, differences among pilots trained by various methods become statistically unreliable after pilots have gained a small amount of air experience; faulty control results when a pilot, trained in a simulator supplying highly correlated and accurate motion cues, comes to rely on the cues and attempts to fly an aircraft under instrument-referenced conditions which often produce misleading vestibular indications. The current experiment will produce quantitative data on which a simulator designer or user may base a rational choice of how much fidelity to include in his or her device, rather than allowing the budget to fix the level of realism. The research evidence to date suggests that the highest training effectiveness of a simulator may occur well below the cost levels of very high fidelity motion systems. (Author/AJ)

**ED 112 049** CE 004 808

**Katz, Aaron Rafacz, Bernard A.**

**Impact of Increasing Preference Options in the Marine Corps. Final Report. No. 75-12.**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-75-12

Pub Date Nov 74

Note—90p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Job Satisfaction, Longitudinal Studies, \*Military Service, \*Occupational Choice, \*Occupational Surveys, Questionnaires, Recruitment, Tables (Data), \*Vocational Interests

Identifiers—Marine Assignment Preference Schedule, \*Marine Corps

The impact of increasing preference options in the Marine Corps was studied by administering the Marine Assignment Preference Schedule (MAPS) to all new recruits between October 1972 and April 1973, to whom no special training commitment had been made. Enlistees indicated their occupational preference on MAPS administered at entry to, at completion of, and six months after completing recruit training. Selections were made from 28 Marine Corps ground occupational fields. The third administration of MAPS included self-evaluations on job satisfaction and service plans. Concurrently with the third MAPS administration, supervisory evaluations were obtained on job satisfaction and service plans and supervisory evaluations were obtained on job performance. Occupational preferences were found to be inconsistent from one administration of MAPS to another. Statistically significant differences were observed on supervisory and/or self-evaluations between individuals in an occupational field/area they preferred versus those in the same field/area who had chosen some other field/area. The differences between groups based on preferences expressed at entry into basic training are statistically significant. However, they are so small that the association between granting preference options and job satisfaction/job performance has not been clearly demonstrated. Assessment instruments are appended. (Author)

**ED 112 050** CE 004 809

**Water in Fire Control—Basic Training Course.**

Bureau of Land Management (Dept. of Interior), Washington, D.C.; Forest Service (DOA), Washington, D.C.

Report No.—TT-90-(5100)

Pub Date May 75

Note—257p.; Photographs will not reproduce well in microfiche

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No price given)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—Class Activities, Course Content, \*Fire Fighters, \*Fire Science Education, Job Training, \*Lesson Plans, Post Secondary Education, Resource Materials, Secondary Education, \*Teaching Guides, Training Objectives, Training Techniques, Visual Aids

Prepared by a team of fire control officers, the training guide is designed to help fire crewmen learn the fundamentals of water use. The entire package can be used for a complete course or individual lessons and can be adapted to specific training needs. Throughout the guide, emphasis is placed on one primary training objective, performance in real fire situations. The main sections of the guide include: (1) Supply: drafting water from a source below the pump and from a pressurized source, trouble shooting through gauge readings, and use of ejectors; (2) Delivery: delivery equipment, hose lay systems, planning water delivery systems for mop-up, water use hand signals, care of hose and fittings, connecting hose and fittings, broken hoses, and locating equipment; and (3) Application: principles of water application, initial attack with water, mop-up, and selecting or outfitting a tanker. Lesson plans provide objectives, instructor and student references, and step-by-step lesson presentations. Many lessons contain exercises appropriate for indoor fire training. Most lessons direct the instructor to specific visual aids (vu-graphs/transparency masters, slide/tape programs, and films). More than half of the document consists of instructional photos and the cross-referenced appended vu-graphs/transparency masters. (EA)

**ED 112 051** 95 CE 004 810

**Rahm, Carl M.**

**Labor Market Substitution Between Schooling and**

**On-the-Job Training: Final Report.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research.



Bureau No.—BR-2-0633  
 Pub Date 31 Dec 73  
 Grant—OEG-0-72-1412  
 Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Comparative Analysis, \*Dropout Research, Dropouts, Educational Alternatives, \*High School Graduates, Occupational Surveys, \*On the Job Training, \*Relevance (Education), Salary Differentials, Statistical Analysis, Success Factors, Tables (Data), Wages

The report describes a study designed to examine substitution between formal schooling and dropouts' post-school training or experience in the labor market. The basic hypothesis is that if formal schooling and post-school training are substitutes, then experience-earnings profiles measured in the logarithm of earnings should tend to converge. To test the hypothesis, a sample of approximately 11,000 males over 14 years, who had nonfarm earnings in 1966, and who were not in school or in the military, was selected from the Survey of Economic Opportunity conducted in 1967 by the Census Bureau. The sample was divided occupationally into eight subsamples (professional/technical; manager, official, proprietor; clerical; sales; skilled crafts; operatives; service workers; and laborers) on which linear regressions were run to determine the extent to which the post-school training of dropouts successfully substituted for the additional formal education received by high school graduates. The linear regressions revealed a very strong tendency for almost complete substitution to occur in all but two of the occupational groups (manager, official, proprietor; and skilled crafts). These tentative results lead to the conclusion that dropping out may be rational from the point of view of both the individual and society. (Author/JR)

**ED 112 052** CE 004 813

**Industrial Mechanics Assessment and Planning Manual.**

Oregon State Dept. of Education, Salem.

Pub Date 75

Note—50p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Auto Mechanics, Educational Assessment, \*Evaluation Methods, \*Industrial Education, Manuals, \*Program Development, \*Program Evaluation, Vocational Education

**Identifiers**—Industrial Mechanics, Needs Assessment

The revised manual is designed to assist industrial mechanics teachers in assessing the strengths and weaknesses of their industrial mechanics program and planning for future development. With industrial mechanics being one of the major occupational clusters in Oregon, schools are being encouraged to implement industrial mechanics programs to meet present and future manpower needs. The manual recommends a planned approach for program development that is based on a Portland high school model program. Assessment charts are used to examine the status of various program elements: curriculum, planning, interdisciplinary instruction, advisory committee, work experience, facilities and equipment, student organization, inservice, individualized instruction, articulation, evaluation, instructor selection and responsibility, finance, safety, and guidance/counseling/placement/followup. Assessment steps 1, 2, 3, and 4 include reviewing the manual standards, assessing the present implementation level rating to each question and element, and completing a profile chart. Steps 5, 6, and 7 cover identifying problems, selecting problems for highest priority for solution, and sorting remaining problems into additional priority levels. Other charts are included for problem solving and detail planning. (EA)

**ED 112 053** CE 004 814

Danenburg, William P.

**Evaluation of the Effectiveness of District Coordinating Councils for Vocational Education. Final Report.**

Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Jul 75

Note—43p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Followup Studies, \*Program Evaluation, Rating Scales, \*State Legislation, State Standards, \*State Surveys, Tables (Data), \*Vocational Education

**Identifiers**—\*Coordinating Councils, Florida

The study investigated the extent to which coordinating councils for vocational education are fulfilling the requirements of the Florida State Board of Education Regulation 6A-6.67, which mandates that "a coordinating council for vocational education, adult general education, and community instructional services shall be established in each community college district." A coordinating council practices checklist was sent to all district superintendents and district directors of vocational education of the Florida school districts and all community college presidents and community college deans/directors. Of 179 checklists, 109 usable checklists were returned and followed up with personal interviews. Minutes of the past three years from each of 20 coordinating councils were analyzed on an effectiveness scale to determine how well individual councils performed the State requirements. Responses on the checklist were correlated with the ranking of councils on an effectiveness scale. Distribution on the effectiveness scale indicated that 19 of 20 coordinating councils had complied only minimally with the State regulations. Others appeared not to be functioning at all since only 20 of the possible 28 councils responded with minutes of meetings. More than half of the document consists of statistical tables, a copy of the checklist, and supplementary information in the appendixes. (EA)

**ED 112 054** CE 004 815

**Manual for the Collection of Adult Education Statistics. Within the Framework of International Standard Classification of Education (ISCED).**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Statistics on Education.

Report No.—CSR-E-15

Pub Date Jun 75

Note—68p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Adult Education, \*Data Collection, Data Processing, Glossaries, \*Manuals, National Surveys, Questionnaires, \*Statistical Data

**Identifiers**—\*International Standard Classification of Education, ISCED

The first 15 pages of the manual provide: (1) background information on the importance of adult education, the need for adult education statistics, the International Standard Classification of Education (ISCED), and the scope of the term adult education; (2) the application of ISCED to adult education and the ISCED classifications (levels, fields, and programs); and (3) the need for national statistical services for adult education with suggested organizational forms and data collection, processing, analysis, and publication techniques. The remainder of the document consists of three appendixes. Appendix A (13 pages) suggests the type of questionnaire and instructions that national statistical offices might wish to send to the parent agencies which organize programs of formal adult education. Appendix B (12 pages) suggests the type of questionnaire and instructions that national statistical offices might wish to send to parent agencies which organize programs of nonformal adult education. Appendix C (21 pages) defines with respect to scope and meaning the various terms used in ISCED. (Author/JR)

**ED 112 055** CE 004 816

**Career Development via Counselor/Teacher Teams; Guide for Implementation.**

Royal Oak City School District, Mich.

Pub Date 75

Note—134p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Career Awareness, \*Career Education, \*Counselor Role, \*Curriculum Guides, Decision Making, \*Junior High School Students, Self Concept, Self Evaluation, \*Teacher Role, Team Teaching, Vocational Development

**Identifiers**—Michigan

The career development modules of the implementation guide, designed by counselor/teacher teams in Royal Oak, Michigan for junior high students, are intended to be used as a working copy for counselor/teacher teams. Career education

concepts of self-awareness, assessment, and decision-making are correlated with the broad questions of: Who am I? How do I relate with others? Where am I going? The guidance components are: (1) "Me" (interests, achievements, and aptitudes); (2) "Recognize Me" (Lifelong process of self-development); (3) "It's O.K. to Be Me" (identification of emotional, intellectual, and physical strengths); (4) "What Makes Me Tick?" (understanding of needs, emotions, values, and self-esteem); (5) "Myself, My Time, My Friends" (creative activities involving interpersonal relationships); (6) "What Career for Me?" (identification of high interest area and occupational exploration experiences); (7) "Decisions, Decisions, Decisions" (understanding and applying the decision-making process); and (8) "Investigating Careers" (increasing career awareness through language arts objectives). Various learner objectives for each component are outlined with four accompanying columns that describe teacher preparation, counselor preparation, learner activities, and evaluation plan. Supplementary activity and information sheets and checklists for various components are provided throughout the guide. (EA)

**ED 112 056** 95 CE 004 817

**Veterinary Science Technology: A Suggested Two-Year Post High School Curriculum.**

State Univ. of New York, Delhi. Agricultural and Technical Coll.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEG-0-70-4431

Grant—OEG-0-72-4683

Note—139p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No price given)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Animal Science, Career Opportunities, Careers, Course Content, Course Descriptions, \*Curriculum Design, \*Curriculum Guides, Educational Equipment, Educational Facilities, Meat Packing Industry, Post Secondary Education, Program Costs, \*Program Descriptions, \*State Programs, \*Veterinary Assistants

**Identifiers**—Meat Inspection, Paraprofessional Personnel, \*Veterinary Science Technology

Designed to aid States in planning and developing two-year post-high school programs in veterinary science technology, the curriculum guide presents a suggested curriculum for a training program in veterinary science technology, with an option in meat inspection and regulatory technology effective in the fourth semester of the training period. Part 1, Veterinary Science Technology Program, provides general information on the emergence and development of this career, occupational opportunities, type of education needed, and activities performed by technicians, as well as various aspects of the training program. Part 2, Curriculum, outlines the four-semester curriculum and provides brief course descriptions. Adaptations for a cooperative education plan and continuing study are described. Approximately half of the document consists of Part 3, Course Outlines, which offers content, procedures, and resources for the technical specialty courses, auxiliary and supporting technical courses, mathematics and science courses, and general courses. The concluding section covers general planning, land requirements, laboratory facilities and equipment, acquisition of equipment and estimated costs, and a cost summary. A bibliography and a selected list of scientific, trade, and technical societies concerned with veterinary science technology are also included. (EA)

**ED 112 057** CE 004 818

Simkins, Lynda K. McDougall, William P.

**Validation of Criteria for the Development and Evaluation of Career Guidance, Counseling, and Placement Programs. [and] Quality Career Guidance: Proposed Standards for Career Guidance, Counseling and Placement Programs; Part 1: What About Vocational Education?**

Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date Jun 75

Note—21p.; Quality Career Guidance dated January 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Career Education, \*Placement, \*State Standards, \*State Surveys, Tables (Data), \*Vocational Counseling, \*Vocational Development, Vocational Education  
Identifiers—\*Career Guidance, Washington

The Washington State University study focused on the validation of a set of 50 career guidance, counseling, and placement program standards by expert professionals (vocational and nonvocational administrators, counselors, counselor educators, vocational and nonvocational teachers, teacher educators, and members of the Washington State Advisory Council on Vocational Education). Data analysis was based on 307 completed surveys, approximately 68 percent of the original number sampled. Median values were reported as well as qualitative data indicating essential, very desirable, desirable, and nonessential categories. It was recommended that the set of criteria be implemented as a statewide model for quality career guidance, counseling, and placement programs. The accompanying booklet stresses the need for expanded services and includes a checklist of standards pertaining to the elements of program planning and development, organization and administration, staffing, program operations, and evaluation. (EA)

ED 112 058 95 CE 004 819  
Roberts, Robert C. And Others  
Development of an Instrument for Prescribing Compensatory Education for Vocational Trainees. Vocational Education Project. Final Report.

Renton School District 403, Wash.  
Spons Agency—Office of Education (DHEW), Washington, D.C.; Washington State Board for Vocational Education, Olympia.

Pub Date Jun 75  
Note—147p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage  
Descriptors—Adult Basic Education, Adult Students, Adult Vocational Education, Auto Mechanics (Occupation), \*Basic Skills, \*Criterion Referenced Tests, Job Skills, Machinists, \*Office Occupations Education, \*Test Construction, Test Validity, \*Trade and Industrial Education

The document reports the development of three pre-entry criterion-referenced tests (Skill Checks) designed to assess an applicant's verbal and numerical competencies and to assist in the implementation of remedial education where needed, in the vocational training areas of office occupations, automotive mechanics, and machine shop. A general matrix of competencies for the three training areas was established through analysis of course content in terms of reading level of material used, numerical skills needed, and student and instructor perceptions of skills necessary to complete a course successfully. These were developed into Skill Checks which underwent field testing, item analysis, measurement of validity, and evaluation in order to determine their usefulness as predictors of student success and need for remediation. A flow chart visually outlines test development procedure. Continuation of the project is planned with six new areas for test development and the co-operation of other institutions anticipated. It is felt that immediate identification of skill deficiencies and their remediation, through Skill Checks, will help students to complete their vocational programs successfully. A bibliography, a third party evaluation of the project, and the office occupations, automotive mechanics, and machine shop tests are appended. (LH)

ED 112 059 95 CE 004 821  
Straubel, James H.

The Evaluation of Three U.S. Air Force Instructional Systems Within Civilian Education. A Supplement to the Final Report.

Aerospace Education Foundation, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0301  
Pub Date 31 Mar 70

Grant—OEG-3-8-080301-0035(085)  
Note—39p.; For final report, see ED 035 788;

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—\*Comparative Analysis, Educational Programs, \*Instructional Materials, \*Instructional Programs, Job Training, Program Evaluation, Teacher Attitudes, Teaching Methods, \*Technical Education, \*Vocational Education

Important lessons can be learned from the educational programs of the military services that can be applied to civilian education. The U.S. Air Force vocational-technical training program is geared to "learning outcomes" which makes it possible to measure job entry capabilities. The Utah Department of Vocational Education studied the potential for using this type of instruction in their schools. Air Force material is developed for specific groups to attain specific performances in a prescribed condition. The criterion for successful instruction is the attainment of certain objectives. This is different from civilian instruction which lacks measurable objectives and centers more on instructional procedures rather than instructional outcomes. The selection of criterion-referenced Air Force material used, with certain additions and modifications, must be based on their success in achieving their objectives. The attitudes of teachers toward their courses and their relation to their students must change with the use of criterion-referenced curriculum. (EC)

ED 112 060 CE 004 822  
Davies, Mary F. Phillips, Charles  
Providing Basic Education for Manpower Program Clients: R & D Guideposts. Correctional Educators Monograph Series, Number 2. Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Aug 74  
Note—87p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage  
Descriptors—\*Adult Basic Education, \*Correctional Education, Demonstration Projects, \*Disadvantaged Groups, Educational Needs, Educational Research, Federal Legislation, \*Manpower Development, \*Manpower Utilization, Research Needs

Identifiers—Manpower Programs  
The monograph capitalizes the activities of the Manpower Administration 1963-1973 in providing adult basic education (ABE) to manpower program clients in research and demonstration projects. Spanning the initial efforts under the Manpower Development and Training Act of 1962 to the present efforts to related to the Comprehensive Employment and Training Act of 1973, the report summarizes findings, progress made, unresolved problems, and the need for further research. The monograph does not focus entirely on correctional programs, but offers a variety of efforts aimed at developing job and manpower capacities for disadvantaged groups. One section includes findings on individualized and programed instruction, testing, motivation, behavioral objectives, learning environment, teacher training, tutors, counseling and supportive services, need for standardized data, English as a second language, and projects of special significance. Other sections report on additional support for ABE, Office of Education ABE research, and research needs and issues. Also included are bibliographic references and five appendices pertaining to Research and Development Projects and Studies Involving ABE, the Learning Resource Center, Staff Training Package for Individualized Manpower Training System, Excerpts from "Summary of Basic Education in Manpower Training Programs," and the Job Corps Programed Learning System. (EA)

ED 112 061 CE 004 823  
Peterson, Marla

IMPACT: Instructional Management Program to Advance Curriculum Training in Vocational/Career Education: Final Report.

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date 25 Aug 75  
Note—140p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage  
Descriptors—\*Career Education, Curriculum Design, \*Curriculum Development, Curriculum Planning, Educational Administration, \*Educational Programs, Evaluation, Inservice Teacher Education, Participant Characteristics, Post Secondary Education, \*Program Descriptions, Resource Materials, \*Vocational Education  
Identifiers—IMPACT, \*Instructional Management Program Adv Curric Train

The report describes IMPACT (Instructional Management Program to Advance Curriculum Training), a program designed to provide gradu-

ate students in vocational and career education with curriculum development and revision skills. The first of seven chapters of the report describes the project with respect to the need for curriculum specialists, some beliefs about the training of curriculum development specialists, competencies needed by curriculum specialists, and teaching-learning strategies for achieving curriculum competencies. Chapter 2, program of activity, lists program courses; provides a class meeting schedule and unit plans for administration and supervision of occupational education, evaluating and designing occupational and career education materials and programs, and inservice education and curriculum change; and includes a bibliography. Chapter 3 lists and describes the project participants. Chapter 4, resource persons, deals with guest lecturers, third party evaluators, and intern supervisors. Chapter 5, program materials, provides assignment sheets and other program forms; forms often encountered in curriculum development; suggestions for curriculum development in the affective, cognitive, and psychomotor domains; and guidelines for the equal treatment of the sexes. Chapter 6, evaluation data, covers evaluation of speakers, off-campus visitations, class projects, and interns. The final chapter contains recommendations for future programs to prepare curriculum specialists. (JR)

ED 112 062 88 CE 004 825  
Mansfield Career Awareness Model, Grades K-6. Farmer City - Mansfield Unit District 17, Ill.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services; Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Pupil Personnel Services.

Pub Date 75  
Note—314p.

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage  
Descriptors—Annotated Bibliographies, \*Career Awareness, \*Career Education, Class Activities, Curriculum Development, \*Elementary Education, Instructional Materials, Integrated Curriculum, \*Learning Activities, Music Activities, \*Occupational Clusters, Program Descriptions, Program Development  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The report describes a K-6 career awareness project designed to: describe the major goals of an elementary career education program; assimilate the career education concepts into the curriculum; provide inservice training for administrators, teachers, and staff; and identify community resources of use in career education programs. A 40-page introduction discusses: (1) the procedures for the program's development, including project activities and evaluation procedures; (2) the career awareness teachers' workshop, organized around the U.S. Office of Education's 15 occupational clusters, with respect to organization, program, objectives, curriculum design, human resources, bibliography, and evaluation; (3) career awareness activities developed; and (4) dissemination. The remainder of the document consists of three appendices: integrated career awareness activities (246 pages), which for each of the seven grade levels provides major projects, subject matter focus, career development concepts, teacher goals, student performance objectives, a wide range of suggested activities for various occupational clusters, and suggested human and material resources; suggested musical activities to correspond with occupational clusters (5 pages); and an annotated bibliography (15 pages), which lists books, audiovisual materials, kits, prints, puzzles, and games suitable for use in K-6 career awareness projects. (JR)

ED 112 063 CE 004 826  
Warnecke, George F.

An Examination of Legislation Creating a State Board of Education Introduced in the Seventy-Eighth Illinois General Assembly, 1973: Implications for Vocational Education.

Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date Jun 73  
Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—\*Administrative Change, Comparative Analysis, Educational Legislation, Organizations, Change, Political Issues, \*State

Boards of Education, \*State Legislation, Superintendent Role, \*Vocational Education  
Identifiers—\*Illinois

The document reviews nine separate bills which were introduced to the Illinois General Assembly in 1973 to implement Article X of the 1970 Illinois Constitution by creating a State board of education. Also discussed is a House Joint Resolution which is under consideration and which is a constitutional amendment that would revert the State to the elective Superintendent of Public Instruction system without a State board. The document focuses on the concerns of vocational education, whose interest in structural change and administrative reorganization in Illinois relates particularly to the primary role vocational education plays in Illinois' rapidly growing junior college system and the problems to be anticipated should the General Assembly adopt a policy providing for a board limited to the elementary-secondary level. The review of the pending bills is therefore preceded by a brief overview of the legislative history of Federal vocational education enactments, and is followed by a table comparing the bills on 18 points, including vocational education special provisions. A six-page section then discusses the comparative implications for vocational education; a briefer section is devoted to a discussion of the value of a separate vocational education board. (Author/AJ)

ED 112 064 95 CE 004 827

Cooper, Gloria S. And Others

**Metric Education: A Position Paper for Vocational, Technical and Adult Education.**  
Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Contract—OEC-0-74-9335

Note—51p.

Available from—Product Utilization, The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Adult Basic Education, Adult Education, Bibliographic Citations, Curriculum Development, \*Futures (of Society), \*Metric System, Teaching Methods, \*Technical Education, \*Vocational Education

Part of an Office of Education three-year project on metric education, the position paper is intended to alert and prepare teachers, curriculum developers, and administrators in vocational, technical, and adult education to the change over to the metric system. The five chapters cover issues in metric education, what the metric system is all about, the impact metrication will have on vocational and technical education, the implications of metric instruction for adult basic education, and curriculum and instructional strategies. Each of the chapters is organized into four parts. The first part is a one-page overview which highlights the main points of the chapter. The second consists of some questions and answers which reflect the fears and concerns of teachers, administrators, and students. The third part contains in-depth coverage of the subject, and the fourth is a brief list of references for those who may wish to read further. (Author/EA)

ED 112 065 CE 004 828

**Supervisor Training Manual: Project Skill.**

Pub Date Apr 75

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Audiovisual Instruction, Change Strategies, Demonstrations (Educational), Discussion (Teaching Technique), \*Emotionally Disturbed, Learning Activities, Lesson Plans, Manuals, \*Mentally Handicapped, Supervisory Methods, \*Supervisory Training, \*Teaching Guides, Teaching Procedures, Training Techniques

Identifiers—\*Project Skill

The manual directs Project Skill trainers in providing supervisors with concepts and methods of training mildly retarded and/or emotionally disturbed workers to perform at or above the minimum level expected of all a firm's employees. The role of the trainer using this manual is to set up and conduct activities which will provoke supervisors to look at and possibly change training methods to be more efficient.

The supervisory training consists of two group sessions of approximately three hours. The manual offers detailed procedures for running each session and exercises to help emphasize training needs. The training concept acknowledges the special problems involved in training inexperienced or disadvantaged persons and is constructed so that the supervisor is constantly conditioned to apply common sense and accumulated experiences to this subject, toward the end of developing a more thoughtful and reasoned approach to training employees. The techniques include a brief film, group discussions, work sheet exercises, and other group exercises which will focus the attention and interest of the group. The teaching strategies are (1) to guide the supervisors into experiencing the idea of the session in their own ways and in their own terms, and (2) to guide them to a positive conclusion. (Author/AJ)

ED 112 066 CE 004 829

Harris, Joan R. Puryear, Gwendolyn R.

**Adolescents in Child Training (Project ACT); Summative Evaluation Report; [Parts 1 and 2].**  
Social Science Research, Inc., Washington, D.C.  
Spons Agency—Children's Bureau (DHEW), Washington, D.C.; Sears-Roebuck Foundation, Skokie, Ill.

Pub Date Jul 73

Note—444p.; Part 2 dated July 1974

**EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage**

Descriptors—\*Adolescents, Attitude Tests, Child Care, \*Child Development, Child Rearing, \*Demonstration Projects, Educational Programs, Educational Research, Evaluation Methods, Program Descriptions, \*Program Evaluation, Standardized Tests, Statistical Data, \*Student Attitudes, Student Evaluation, Summative Evaluation, Tables (Data)

Identifiers—ACT, \*Adolescents in Child Training, Arkansas (Little Rock), Fey Acceptance of Others Scale, Illinois (Chicago), Parent Attitude Research Instrument, Rosenberg Self Esteem Scale, Texas (San Antonio)

The evaluation report examines three ACT demonstration projects (Adolescents in Child Training) in San Antonio, Chicago, and Little Rock designed to involve adolescents in child training through the classroom and actual field experience. Part 1 of the report describes the three projects with respect to their contextual, conceptual, and programmatic components, facilities, decision-making processes and administration, and staff assessment; explains the study's research and experimental design; presents study results related to the demographic characteristics of the ACT service areas, the subjects of the evaluation, comparative analyses, and summary; provides conclusions; and makes overall and individual recommendations for the three projects. Part 1 also contains five appendixes: curricula for Little Rock (third year), 1973 San Antonio summer seminar schedule, San Antonio lesson plans, Little Rock observation schedules, and data collection instruments. Part 2 of the report is a statistical supplement which describes three standardized tests, the Rosenberg Self-Esteem Scale, the Fey Acceptance of Others Scale, and the Parent Attitude Research Instrument, which were administered to the adolescents in the three projects, and tabulates their results. The tests suggest that the changes in self-esteem, acceptance of others, and child-rearing attitudes were too small to attribute definitively to ACT. (Author/JR)

ED 112 067 CE 004 830

Perkins, Lawrence H.

**Competencies of Trade and Industrial Teachers: As Perceived by Teachers, Supervisors, School Administrators, and Teacher Educators.**

Florida State Advisory Council on Vocational and Technical Education, Tallahassee; University of West Florida, Pensacola.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Jul 75

Note—67p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Beginning Teachers, Evaluation Criteria, Instructional Improvement, Measurement Instruments, Performance Based Teacher Education, \*Rating Scales, Skill Analysis, Skill Development, \*Statistical Studies, Tables (Data), \*Teacher Evaluation, \*Teaching Skills, \*Trade and Industrial Teachers

The purposes of the study were: (1) to ascertain the professional competencies needed by trade and industrial teachers to be effective, as perceived by successful trade and industrial teachers, administrators, supervisors, and teacher educators; (2) to ascertain whether the teachers felt that they had the opportunity and instruction available to develop or acquire the competencies needed to teach effectively; and (3) to construct an instrument for administrators to evaluate trade and industrial teachers' performance. The 169 participants identified 164 competencies in rank order of importance; teachers, administrators, supervisors, and educators were in high agreement as to the necessary competencies and their order of importance. It was discovered that teachers have the greatest opportunity to develop or acquire those competencies to which they assigned highest ratings, while they have less opportunity to develop or acquire those competencies to which they assigned lowest ratings. The competencies were grouped into clusters of: (1) essential preservice competencies, (2) important inservice competencies, and (3) competencies to be developed when time permits. A five-page instrument for administrators and supervisors to use in rating the trade and industrial teachers' performance was developed and is included in the document. The findings of the study are presented in tables of data. (Author/AJ)

ED 112 068 CE 004 831

Andreyka, Robert E. Blank, Bill

**Competency-Based Vocational Teacher Education.**  
Pub Date 7 Aug 75

Note—22p.; Paper presented at the Vocational and Adult Education Summer Workshop (8th, Orlando, Florida, August 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Instructional Materials, Material Development, \*Performance Based Teacher Education, Research Projects, Speeches, State Departments of Education, \*State Programs, State Universities, \*Teacher Education Curriculum, Vocational Education, \*Vocational Education Teachers

Identifiers—Florida

The trend toward competency-based vocational teacher education (CBVTE) is related to other significant trends: the movement toward certification by skills demonstration, the emergence of Teacher Centers, and the increasing emphasis on inservice education. CBVTE focuses on teaching competencies, expecting trainees to possess the technical or occupational skills which comprise their subject matter; it identifies teaching competencies, provides learning activities which focus on their mastery, and assesses them in real teaching situations. It is individual, performance-, and field-based, rather than group, content-, and classroom-based. Florida's universities and State Department of Education (vo-tech division) are exploring CBVTE; Florida State University's (FSU) research and development project, the advanced testing of 300 CBVTE modules (which were based on exhaustive task analyses and developed in all vocational subjects in a lengthy cooperative venture at Ohio State University) has taken place on and off campus with preservice and inservice teachers. A wide variety of learning activities and feedback devices are used in the modules. Trainees practice competencies in a simulation and then in a classroom. Problems have included gaining commitment from individual faculty members and hesitant trainees. Statewide testing of the Ohio modules is being considered, and FSU plans an exemplary CBVTE program. (Author/AJ)

ED 112 069 95 CE 004 832

Wiesner, Peter

**The Salem Cable Television Project: A Demonstration of the Use of Cable Television and Paraprofessional Tutors as an Alternative to Traditional ABE Classroom Instruction.**

Salem City Schools, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-V-324329

Pub Date 31 Jul 75

Grant—OEG-73-5228

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adult Basic Education, \*Cable Television, \*Educational Television, Program Descriptions, Program Evaluation, Program Planning, \*Tutors

Identifiers—\*Paraprofessional Personnel



## 28 Document Resumes

Adult education opportunities can be increased through cable television technology, which provides home-based instruction as an alternative to the strictures of the classroom or learning center. The 18-month Salem project used television for primary instruction together with the services of paraprofessional tutors as a personal contact for feedback between the adult students and the central staff of teachers and media producers. The initial six months were spent in research on adult basic education, surveys of community needs, and the construction of the TV studio. The plans for television production called for a curriculum in math, reading, and consumer education. The evaluation of the Salem project consisted of a preliminary pilot test and a more rigorous field test; posttests showed an increase in the grade level of the participants. The Salem project included some valuable lessons for anyone contemplating small scale TV production and can also be used as guidelines for a replication of the Salem model. (EC)

**ED 112 070** 95 CE 004 833  
**Educational Media Technician: A Suggested Two-Year Post High School Curriculum.**

State Univ. of New York, Alfred. Agricultural and Technical Coll.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date 75

Contract—OEC-0-70-4507

Grant—OEG-0-72-4683

Note—138p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Audiovisual Communication, \*Curriculum Guides, Design, Educational Technology, Graphic Arts, \*Instructional Media, Instructional Technology, \*Media Technology, Photography, Post Secondary Education, Reprography, Technical Education, Television

The first portion of the guidelines discusses the need to train educational technicians for the field of communications (including education, instructions, industrial organizations or agencies), in order to meet changing educational techniques and the increasing number of resources for learning. A detailed curriculum guide is presented for a two-year post high school program to train educational media technicians in educational technology dealing in visual and audio communication and to give them a knowledge of the uses of media and production equipment. Technical courses are presented first, followed by general education courses and auxiliary technical courses. Five areas of the media are taught: graphics, design, photo/cinematography, television, reprography, and media equipment. A detailed description is presented of each course with the number of hours needed for each divided according to laboratory hours, class hours, and outside study. Texts and references and related media are suggested for each course. Equipment and facilities needed to supply this type of program are described, including estimates of materials and supplies needed for the laboratory and to be purchased by the student. Appended materials include: a bibliography; lists of professional societies and agencies, periodicals, and sources of media; and laboratory plans. (EC)

**ED 112 071** CE 004 834  
**Career Education: Strategies for Methods Teachers.**

Eastern Washington State Coll., Cheney.  
Spons Agency—Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date [75]

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Anthropology, \*Career Education, Conference Reports, Economics, Interdisciplinary Approach, Languages, Physical Education, Post Secondary Education, Psychology, Sociology, \*Teaching Methods, Teaching Techniques, Vocational Education

Professors at Eastern Washington State College participated in a two-day conference on the Development of Strategies for Incorporating Career Education in Methods Classes. Speakers from the areas of economics, foreign languages, industrial education and technology, physical

education, psychology, sociology, and anthropology briefly described their individual approaches to the problem. (EC)

**ED 112 072** 95 CE 004 835  
**Linari, Ronald F.**

**A Plan for the Implementation of Chapter 766 in Vocational/Technical School Environments. Proceedings of a Special Education Summer Workshop, July, 1974.**

Blue Hills Regional Technical School, Canton, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education; Office of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—106p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Educational Legislation, \*Educational Planning, Educational Strategies, Models, Program Administration, Program Development, Program Evaluation, \*Regional Schools, Regular Class Placement, Resource Teachers, \*Special Education, Teaching Methods, Technical Education, \*Vocational Education

Identifiers—\*Comprehensive Special Education Act Chapter 766, Massachusetts

The document is an attempt to provide a comprehensive approach to the determination and development of purposeful educational plans in occupationally related areas for special needs children. The synthesis of information compiled from this plan was intended to provide school systems with an accurate account of the requirements of Chapter 766 of the Comprehensive Education Act of 1972, and the core evaluation process; the information was also intended as a potential model for any school system in Massachusetts. The document is the result of an 11-day workshop at which professionals from various areas of special education presented pertinent information related to the education and training of special needs students; participants developed and summarized major issues and concerns to assist in the successful implementation of Chapter 766 at a regional technical school. The resultant materials are organized under four broad headings: (1) developing vocational/technical education for students with special needs, (2) planning instruction for special needs students, (3) major administrative concerns, and (4) summary of workshop participants and final recommendations. Appended are two forms: (1) student information for determining vocational potential and programming, and (2) a survey of services for students with special needs in regional vocational/technical schools. (Author/AJ)

**ED 112 073** 95 CE 004 836  
**Career Education: Learning with a Purpose; Elementary 3-4; Volumes 1 and 2.**

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—182p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Audiovisual Aids, \*Career Education, Classroom Materials, \*Curriculum Guides, Decision Making, Educational Attitudes, \*Elementary Education, Field Trips, Grade 3, Grade 4, Integrated Curriculum, Interpersonal Competence, \*Learning Activities, Occupational Information, Resource Guides, Self Actualization, Self Concept, Self Evaluation, Social Studies, Units of Study (Subject Fields)

Identifiers—Missouri

The guide to career education is designed to supplement an existing curriculum at the third and fourth grade level; it suggests and outlines a developmental program of learning activities and resource materials which may be integrated with the teaching of academic subject areas. The suggested activities and materials are designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work, and (4) prepare the student for personal decision-making. The program is intended to help the student recognize that educational experiences are a means of achieving life goals. The activities in Volume 1 pertain to social studies, and include a Missouri unit with student worksheets and a collection of student-developed, career-related games and puzzles. The subject areas used to group the activities in Volume 2 are fine arts, language arts,

math, and science. In addition to the suggested resource materials which are listed in conjunction with the learning activities, both volumes contain identical resource guides to audiovisual materials, sources of free career information, and a list of field trip sites in Missouri. (Author/AJ)

**ED 112 074** CE 004 837

**Woolschlager, Ruth B.**

**Career Opportunities in Chicago Suburban Area: Field Visits to Business, Industry and Service Agencies by Business Teachers.**

Pub Date 75

Note—103p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Business, \*Career Opportunities, \*Community Resources, \*Directories, Field Trips, Industry, \*Occupational Information, Services, Student Developed Materials, Suburbs

Identifiers—\*Illinois (Chicago)

The document is a compilation of occupational information obtained by business teachers in a university extension course during field visits to businesses, industries, and service agencies in the Chicago suburban area. Each individual or group of student reporters present information on organizations that are representative of each of the 15 occupational clusters, with the resulting volume containing scores of references organized by student-author. There is a variety of emphasis and depth of detail. In all cases, the names and addresses of the organizations visited are given; in some cases, however, the emphasis is on occupational information such as organizational size and structure, employment opportunities, job descriptions, qualifications, and salaries, while in other cases, the organizations are treated as educational resources and the information presented in the report pertains to procedures for arranging tours and obtaining information about the organization. A contact person is listed for each organization cited. There is no index. (AJ)

**ED 112 075** 95 CE 004 841

**Walden, Bobbie L.**

**Recruitment and Retention of the Adult Learner.**

Bulletin 1975, No. 32.

Alabama State Dept. of Education, Montgomery.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Pub Date Jun 75

Note—40p.; Two pages of photographs have been removed as they will not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adult Basic Education, Adult Educators, \*Adult Students, \*Recruitment, School Holding Power, Teaching Methods

Identifiers—\*Student Recruitment

This handbook discusses the techniques used in recruiting and retaining adult learners for an Adult Basic Education Program. Detailed suggestions concerning door-to-door recruitment include training of recruiters, desirable characteristics for recruiters, and procedures for home visits. Specific ideas for the use of newspapers, radio, television, posters, fliers, billboards, and marquees as recruitment techniques are presented. Suggestions for personalizing instruction in order to retain adult learners in the program are based on the importance of trained, dedicated teachers. Criteria for selecting an adult basic education teacher, ideas for conducting the first class, suggestions for personalizing instruction and motivating students, and a self-rating check list are outlined. Also contained in the handbook are a seven-item bibliography and eight pages of sample materials used in recruitment. (MS)

**ED 112 076** 95 CE 004 842

**Business and Office Career Education Curriculum Project. Final Report.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Aug 75

Contract—OEC-0-73-5230

Note—43p.; Some illustrations may not reproduce due to smallness of type; The copyrighted appendices have been removed; For related documents, see CE 004 843-847

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Business Education, \*Career Education, \*Curriculum Development, Educational

Coordination, Elementary Education, Elementary Secondary Education, Information Dissemination, \*Material Development, National Programs, Office Occupations Education, Projects, Reports, Secondary Education  
Identifiers—Business and Office Career Education Curriculum, Project BO CEC

The document reports on the procedures followed and the major meetings and events in a 24 month U.S. Office of Education project carried out by Colorado State University to develop business and office career education curriculum guides for grades seven-nine. The materials developed were: (1) student learning packets or modules, (2) correlated teachers' manuals, (3) a K-14 curriculum plan and strategy, and (4) a resource list of publishers. (These materials are discussed, but not included, in the document.) A national advisory committee was set up, and directors of career education curriculum projects across the nation helped to establish guidelines for articulation and coordination among projects. Materials and information were solicited from career education projects throughout the United States, from State supervisors of business and office and career education, and from business education supervisors of large cities. The National Symposium for Business and Office Education Curriculum Guidelines was held in Denver in 1973 to inform leaders of the project and to develop and disseminate curriculum guidelines. Cooperating teachers participated in workshops, tested materials (titled resource guides) in their classrooms, and contributed to their revision. In July, 1975, a meeting was held in Denver to disseminate the materials nationally. (AJ)

**ED 112 077** 95 CE 004 843

**BO-CEC Business and Office Careers Course Guide; Junior High and Middle Schools.**  
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Contract—OEC-0-73-5230

Note—357p.; Some illustrations may not reproduce due to the smallness of the type; For related documents, see CE 004 842-847

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**  
Descriptors—\*Business Education, Career Awareness, \*Career Education, Class Activities, \*Curriculum Guides, Intermediate Grades, Junior High Schools, Learning Activities, Occupational Information, \*Office Occupations, \*Simulation, Unit Plan

Identifiers—Business and Office Career Education Curriculum, Project BO CEC

The curriculum guide for middle and junior high school grades presents 15 resource units, designed to simulate business career situations, organized into five sections: clerical (receptionist, general office worker, cashier, typist, and accounting clerk), secretarial/stenographic (secretary, court reporter, executive secretary), accounting and data processing (accountant, payroll accountant, data processing worker), and business ownership/professional (director of sales, travel agent, promotion manager, and manager of a small retail store). One additional unit covers writing letters of application and resumes. Each unit provides the unit's purpose, major activities, procedures for the teacher to follow before class begins and during class, optional activities, student materials for the major activities, background information about the occupation described in the unit, and teachers' keys which provide suggestions for discussions related to the simulation activity. Three appendixes (self-awareness activities, guidelines for conducting field trips, and guidelines for conducting interviews) comprise 35 pages of the document. (JR)

**ED 112 078** 95 CE 004 844

**The Business and Office Career Education Project: The Secondary/Post-Secondary Component.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Contract—OEC-0-73-5230

Note—51p.; Some of the charts in Part 1 will not reproduce in microfiche; Part 2 has been

removed because it consists of copyrighted material; For related documents, see CE 004 842-847

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Business Education, \*Career Education, Curriculum Development, Learning Activities, \*Manuals, \*Office Occupations Education, Post Secondary Education, \*Resource Guides, Secondary Education

Identifiers—Business and Office Career Education Curriculum, Project BO CEC, Readings (Collections)

The manual for the secondary and postsecondary component of the Business and Office Career Education Curriculum Project consists of four parts. Part 1 contains a concept paper on business and office occupations that describes some of the changes occurring in business and industry and points out some curriculum implications deriving from these changes. Part 2 contains five articles which describe activities secondary and postsecondary business teachers can use to promote career development. Part 3 consists of an article, Prepare for Tomorrow, Frederick H. Antil, which describes some changes occurring in the life insurance industry and points out the curriculum implications of these changes for business and office training programs. Part 4 contains a list of 40 publishers of career preparation textbooks and materials for business and office education, with grade levels and subject areas specified, and a list of business and professional organizations from which career-related materials can be obtained. An appendix contains a questionnaire designed to assess the degree to which educators and administrators have integrated technological, employee rights, social, and educational methodology changes into their career education projects. (Author/JR)

**ED 112 079** 95 CE 004 845

**BO-CEC Math Resource Guide; Grades 7-9.**  
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Contract—OEC-0-73-5230

Note—296p.; Some illustrations may not reproduce due to the smallness of the type; For related documents, see CE 004 842-847

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

Descriptors—\*Business Education, \*Career Education, Career Exploration, Class Activities, Curriculum Enrichment, \*Curriculum Guides, Grade 7, Grade 8, Grade 9, Instructional Materials, Learning Activities, Mathematics, \*Mathematics Instruction, Mathematics Materials, Office Occupations Education, Secondary Education, \*Secondary School Mathematics, Simulation, Teaching Guides, Unit Plan

Identifiers—Business and Office Career Education Curriculum, Project BO CEC

The purpose of the units in the guide is to supplement, enrich, and reinforce the usual classroom instruction in seventh through ninth grade mathematics, and at the same time, introduce career education. The 14 resource units are not designed to be the primary teaching device for the math topics with which they deal. Each unit emphasizes an occupational setting (such as communications, industry, public services organizations, transportation industry, etc.) and a specific occupation within that setting. The purpose is to give students a chance to explore various business and office occupations while gaining insight into how and why a knowledge of mathematics is important in everyday work life. The resource units may be adapted to fit an individual school's special objectives; the units have been designed so that activities may be added or deleted. The first one or two pages of each unit gives the purpose, briefly describes the major activities, and suggests procedures. A general information sheet provides teachers with background information about the occupation described in the unit. Teacher's keys provide answers to a simulation activity and provide suggestions for related discussions. The student materials for the major activities are located at the end of each unit. (Author/AJ)

**ED 112 080** 95 CE 004 846

**BO-CEC English Resource Guide; Grades 7-9.**  
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Contract—OEC-0-73-5230

Note—360p.; Some illustrative materials may not reproduce due to smallness of type; For related documents, see CE 004 842-847

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**

Descriptors—\*Business Education, \*Business English, \*Career Education, Career Exploration, Class Activities, Curriculum Enrichment, \*Curriculum Guides, \*English, English Instruction, Grade 7, Grade 8, Grade 9, Instructional Materials, Learning Activities, Office Occupations Education, Secondary Education, Simulation, Teaching Guides, Unit Plan

Identifiers—Business and Office Career Education Curriculum, Project BO CEC

The 20 resource English units which comprise the guide for grades seven-nine are designed to supplement, rather than replace, regular instructional materials and are intended for use as enrichment materials to use as reinforcement exercises after regular English units have been taught. The purpose of the guide is to give students a chance to explore various business and office occupations while gaining insight into how and why a knowledge of English is important in everyday work life. The units may be adapted to fit special objectives. The first 12 units deal with grammar and the mechanics of writing, letter writing, the preparing outgoing mail; in all but one, the major activity is a job simulation requiring students to apply their knowledge of the English topic with which the unit deals. Four oral language units each contain two major activities and, as in the first 12, each unit contains a teacher's key, a background information sheet on the occupation, optional activities suggestions, and student worksheets. The remaining four units contain articles from newspapers or periodicals and related discussion questions which cover both literary concepts and career information. (Author/AJ)

**ED 112 081** 95 CE 004 847

**BO-CEC Social Studies Resource Guide; Grades 7-9.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—329p.; Some illustrations may not reproduce due to smallness of type; For related documents, see CE 004 842-846

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**

Descriptors—American Government (Course), American History, \*Business Education, \*Career Education, Career Exploration, Class Activities, Curriculum Enrichment, \*Curriculum Guides, Geography, Grade 7, Grade 8, Grade 9, Learning Activities, Office Occupations Education, \*Secondary Education, Simulation, \*Social Studies, Social Studies Units, Teaching Guides, Unit Plan

Identifiers—Business and Office Career Education Curriculum, Project BO CEC

The purpose of the six units in the seventh-ninth grade curriculum guide is to supplement, enrich, and reinforce the usual classroom instruction in social studies while introducing information about careers. The activities are intended as enrichment to reinforce a regular social studies unit. The units are vehicles for the infusion of occupational information into the general academic studies of geography, American history, and American government. They emphasize the practical applications of skills in these areas by providing students with information about business and office occupations in a variety of industry settings. One 14-section unit is designated geography; two units, history; and two units, government; each of them, however, develops multiple skills and concepts and could, therefore, be used in any social studies class. The first one or two pages of each unit give the purpose, briefly describe the major activities, and suggest teaching procedures. A general information sheet provides teachers with background information on the occupation described in the unit. Teacher's keys provide answers to unit activities, except where students are asked to express their opinions. Student materials for major activities are provided. (Author/AJ)

**ED 112 082**

CE 004 848

Compo, Louis

Mechanics: Statics; A Syllabus.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.



### 30 Document Resumes

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.  
Pub Date Mar 74  
Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Course Content, Curriculum Guides, Engineering Education, Evaluation Criteria, \*Mechanics (Physics), Post Secondary Education, Secondary Education, Student Evaluation, \*Teaching Guides, Technical Education, Trade and Industrial Education, Unit Plan

The instructor's guide presents material for structuring an engineering fundamentals course covering the basic laws of statistics as part of a mechanical technology program. Detailed behavioral objectives are described for the following five areas of course content: principles of mechanics, two-dimensional equilibrium, equilibrium of internal forces, friction, and cross-sectional calculations. The topical outline presents the five areas divided into sub-topics, indicating the number of lecture periods for each topic. The lecture/recitation methodology (including titles of the text and four references) and student activities are briefly described. Evaluation of students according to accomplishment of the behavioral objectives is outlined in detail with numbers indicating the part of the topical outline where the concepts were taught. A sample lesson plan (with a sample problem and a homework problem) and a sample five-problem, three hour final examination are contained in the guide. (MS)

**ED 112 083** CE 004 849

**Pieslak, Raymond F.**  
**Magnetic Tape Selectric Typewriter.**  
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.  
Pub Date Jul 74  
Note—138p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
Descriptors—Business Skills, Curriculum Guides, \*Office Occupations Education, Post Secondary Education, Secondary Education, \*Study Guides, Supplementary Textbooks, \*Typewriting

The manual provides students with basic knowledge and practical applications needed in the efficient operation of the IBM Magnetic Tape Selectric Typewriter (MT/ST). It is designed for use as a text by business training students who have already completed one year of typewriting instruction while they are being instructed in the use of the MT/ST. Suggested adjuncts to the use of the manual are teacher demonstrations, visual aids, use of the IBM MT/ST Training Guide, and use of instructor devised supplemental practice. Fifty-eight lessons following the same basic format are provided. For each lesson an information section describes in detail (with illustrations) the part of the machine or procedure being taught. Comprehension is checked through use of an assignment consisting of several completion exercises. Some lessons also include practice experiences which give step-by-step directions in order to demonstrate a particular procedure on the machine. (Author/MS)

**ED 112 084** CE 004 850

**Montgomery, C. M.**  
**Electrical Discharge Machining.**  
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.  
Pub Date Nov 73  
Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Electromechanical Technology, Laboratory Manuals, Machine Tool Operators, \*Machine Tools, Machinists, Post Secondary Education, Secondary Education, Shop Curriculum, \*Study Guides, \*Trade and Industrial Education

Identifiers—\*Electrical Discharge Machining  
The manual is for use by students learning electrical discharge machining (EDM). It consists of eight units divided into several lessons, each designed to meet one of the stated objectives for the unit. The units deal with: introduction to and advantages of EDM, the EDM process, basic components of EDM, reaction between forming tool and workpiece, operating procedures, setup methods, flushing methods, and machining

parameters. Each lesson contains: (1) a statement of the objective, (2) detailed, illustrated information on one aspect of EDM, (3) vocabulary words (56 total, defined in the manual), and (4) a written theoretical or a practical assignment to check comprehension. An achievement test consisting of several questions is included for each unit. The manual also contains a three-item bibliography. (MS)

**ED 112 085** CE 004 851

**Pierson, John E., III**  
**Elementary TIG Welding Skills.**  
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.  
Pub Date Oct 74  
Note—125p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—Course Content, \*Deaf Education, \*Laboratory Manuals, Post Secondary Education, Secondary Education, \*Study Guides, Trade and Industrial Education, \*Welding

The text was prepared to help deaf students develop the skills needed by an employed welder. It uses simplified language and illustrations to present concepts which should be reinforced by practical experience with welding skills. Each of the 12 lessons contains: (1) an information section with many illustrations which presents a concept or procedure in step-wise detail, (2) an outlined review of the material presented, and (3) a list of objective questions to check comprehension of the lesson. The lessons cover the following topics: preparing to be a safe welder, using electricity in welding, identifying TIG welding equipment, selecting tungsten electrodes, using inert gas, action of the arc, using the torch in the flat position, establishing the arc, making a butt weld, making a fillet weld, welding aluminum, and welding stainless steel. (MS)

**ED 112 086** CE 004 852

**Long, Melvin J.**  
**Soils and Foundations: A Syllabus.**  
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.  
Pub Date Jan 74  
Note—49p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Civil Engineering, \*Course Content, Curriculum Guides, Learning Activities, Post Secondary Education, \*Soil Science, \*Teaching Guides, Teaching Methods, Unit Plan

The teaching guide and course outline for a 12-week course in soils and foundations is designed to help student technicians in a two-year associate degree civil engineering technology program to obtain entry level employment as highway engineering aides, soil testing technicians, soil mappers, or construction inspectors. The seven teaching units are: an introduction, field investigation and sampling, characteristics and classification of soils, improvement of soils, foundations, pavements and subgrades, and retaining walls. A topical outline, behavioral objectives for each teaching unit, employment objectives, a time distribution schedule, methodology with reference materials on which the units are based (texts, periodicals, audio-visuals, and equipment), student activities, assignment sheets (lecture and laboratory), and methods of evaluating progress are included. Seven laboratory experiments dealing with equipment and procedure familiarization for soil testing, density of soils—sand cone method, grain-size analysis of soils, moisture-density relations of soils, moisture content of soil, unconfined compressive strength of cohesive soil, and liquid limit of soils are scheduled in relation to the unit content. Standard designation, purpose, objectives, size of laboratory group, equipment, references, and procedures for each are described. Appended are a sample lesson plan, completion test, true-false test, and quiz. (MS)

**ED 112 087** CE 004 853

**Trounman, Carol**  
**Dishwashing—By Hand and By Machine.**  
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.  
Pub Date Feb 74

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Course Content, \*Dishwashing, Laboratory Manuals, Learning Activities, \*Occupational Home Economics, Post Secondary Education, Secondary Education, \*Study Guides

The illustrated manual is designed for student use in learning home dishwashing and in preparing for a job as a dishwashing-machine operator. The six parts cover vocabulary, hand dishwashing, machine dishwashing, problems and checks, special treatment of various dishes, and safety tips. The vocabulary section presents an objective and defines 22 dishwashing terms with accompanying specific illustrative student activities. Suggestions for review and a worksheet to check comprehension complete this section. Objectives, lists of equipment, detailed outline of procedures, review suggestions, and worksheets are provided for the hand dishwashing and machine dishwashing parts. The problems and checks section also includes objectives and a worksheet with information presented in tabular form showing five problems related to dishwashing and how and why to check for each. Parts five and six briefly describe special treatment of dishes and safety tips. A 20-item true-false review concludes the manual. (MS)

**ED 112 088** CE 004 854

**Picot, Donald**  
**Applied Mathematics—Machine Shop; A Teachers Guide.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.  
Note—97p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Curriculum Guides, \*Individualized Curriculum, Instructional Materials, Lesson Plans, \*Machinists, \*Mathematics, Mathematics Instruction, Mathematics Materials, Post Secondary Education, Practical Mathematics, Secondary Education, Tests, Textbook Assignments, Trade and Industrial Education, Unit Plan

The outline of mathematics skills provides for individualized instruction by allowing each student to complete performance tests which indicate the point at which his instruction should start. The course is divided into two parts; one covering operations with whole numbers, decimals, fractions, and percentage; the other dealing with ratio, proportion, square roots, fundamental geometry, and trigonometry with practical applications. The skills in part one are prerequisite to successful completion of part two which meets the performance requirements of the second class machinist classification. The outline contains lists of texts for both parts on which the skills and assignments are based and a pretest for proficiency credit for part one. The course is structured in units (13 in part one, 10 in part two) which are divided into lessons. For each lesson specific performance objectives with corresponding assignments from the texts are indicated. Quizzes for some lessons and tests for each unit (actual forms) are included. An evaluation form for each unit has space for lesson, quiz, and unit test grades and a percentage formula for using these three types of scores in tabulating a final grade. (MS)

**ED 112 089** CE 004 855

**Puntieri, Thomas**  
**History for Auto-Mechanics and Machine Trades Students. A Teacher's Guide.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.  
Pub Date Apr 74  
Note—111p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—\*American History, \*Auto Mechanics (Occupation), Course Content, Curriculum Guides, Educational Objectives, \*History Instruction, \*Machinists, Secondary Education, Student Evaluation, \*Teaching Guides, Teaching Techniques, Trade and Industrial Education, Unit Plan

The guide for an American history curriculum is designed to give students insight into their field of study by including material on the development of the machine industry and related industries. It is divided into 18 basic units covering

shop history and development, American industrialization, sociological development of man, American politics, communism, ecology, and American development and supremacy. Behavioral objectives for the 18 units are described in a 30-page section and serve to detail the content scope of the units. A section on teaching techniques suggests specific learning activities for each objective in the outline. Evaluation sheets are provided listing every objective in each of the units with a space for indicating student performance in accomplishing the objectives. Progress report sheets for summarizing the evaluation sheets are also included. (MS)

ED 112 090 CE 004 856

Altfest, Myra, Ed.

**Vocational Education for Students with Special Needs: A Teachers' Handbook.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date Jun 75

Note—120p.; For related documents, see CE 004 857-858 and CE 004 860

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Bibliographies, Community Resources, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, \*Handicapped Students, Individualized Instruction, Instructional Materials, Learning Processes, Records (Forms), \*Special Education, Special Programs, Student Characteristics, Student Evaluation, Student Needs, \*Teaching Guides, Teaching Methods, \*Vocational Education

The teachers' handbook on vocational education for students with special needs contains seven chapters, each one covering a basic area of concern to teachers of such students. Chapter 1 deals with identifying disadvantaged and handicapped students on the basis of easily recognizable characteristics. Chapter 2 covers assessing the needs of the individual handicapped or disadvantaged student on the basis of health, psychological, educational, social skills information, and work experience records. Chapter 3 discusses common characteristics and attitudes which affect learning in handicapped and disadvantaged students and suggests learning styles and teaching techniques best suited to those students. Chapter 4 provides an annotated guide to instructional materials particularly appropriate for use with special needs students. Chapter 5 discusses the procedures and expected outcomes of individual prescriptive education. Chapter 6 describes local resources and agencies and the primary services which they provide to the student with special needs. Chapter 7 briefly discusses student evaluation. A 10-page bibliography lists works appropriate to disadvantaged, handicapped, handicapped-learning disabled, and vocational education. An appendix contains sample forms useful to teachers in assessing and recording student handicaps, needs, and progress. (Author)

ED 112 091 CE 004 857

Altfest, Myra, Ed. Hartley, Nancy, Ed.

**Vocational Education for Students with Special Needs: An Administrator's Handbook.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date Jan 75

Note—56p.; For related documents, see CE 004 856-858 and CE 004 860

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Administrator Guides, Community Resources, \*Disadvantaged Youth, Educational Administration, Educational Objectives, Flow Charts, \*Handicapped Students, Individualized Instruction, Program Development, Program Evaluation, Records (Forms), \*Special Education, Special Programs, Student Evaluation, Student Needs, \*Vocational Education

The administrator's handbook contains seven sections, each dealing with a specific aspect of vocational education for students with special needs. Section 1 describes the process of identifying handicapped and disadvantaged students. Section 2 covers assessing the needs of such students. Section 3 discusses developing district pri-

orities to meet the student's needs in terms of personnel, special services, facilities and equipment, and special programming. Section 4 presents a systems chart which summarizes in graphic form the flow of action and interrelationships between the various elements of the vocational education process. Section 5 describes various community agencies, their major emphasis, and the administrator's role in coordinating their resources for optimum use by the school system. Section 6 discusses Individual Prescriptive Education, one solution that has proved successful in satisfying the needs of handicapped and disadvantaged students. Section 7 covers evaluation for establishing accountability, upgrading program efficiency, determining services needed, recognizing problem areas, and meeting program objectives. One-third of the document consists of four appendices which provide sample referral sheets, student data sheets and needs profiles, and instructions for the use of disadvantaged and/or handicapped supplemental services. (Author)

ED 112 092 95 CE 004 858

Sheppard, N. Alan

**Report and Evaluation of the Second Annual Workshop for Vocational Education Personnel Working with the Handicapped.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Jun 75

Note—92p.; For related documents, see CE 004 856-857 and CE 004 860

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Evaluation, \*Handicapped Students, Individualized Instruction, \*Mentally Handicapped, Multiply Handicapped, Participant Characteristics, \*Physically Handicapped, Post Testing, Pretests, Quadriplegia, \*Teacher Workshops, \*Vocational Education Teachers

The report describes an inservice workshop for vocational education teachers of the physically, mentally, and multiply handicapped. The first third of the report consists of a general introduction and a summary of workshop activities with respect to (1) general information, (2) topics covered, (3) requirements for a letter grade, (4) summaries of four selected consultants' presentations (Teaching Vocational Skills to Handicapped, Frank Bowles; Humanizing Education for the Handicapped, Ruth Diggs; Individualized Instruction Package Development, David Pucel; and a transcript of a presentation on quadriplegia, Steve Heatwole), (5) pretest and posttest results and analysis, (6) analysis of the workshop evaluation instrument, (7) attitudes of workshop participants toward special needs students with special emphasis on employability, and (8) recommendations for future workshops. The remainder of the report consists of eight appendices: workshop news releases and information, sample learning guides for individualized learning packages (one on business forms and job interview information, the other on making a pot of coffee), sample student evaluations of reading assignments from the workshop, description of handicapped persons, solicitation letter, list of workshop participants, pretest/posttest measure, and workshop evaluation scale. (JR)

ED 112 093 CE 004 859

Sheppard, N. Alan

**A Survey and Analysis of Attitudes, Available Resources, Capabilities and Potentials of Serving the Aged in Vocational Education.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Pub Date Jun 75

Note—134p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Administrator Attitudes, \*Adult Education, Data Analysis, Educational Attitudes, \*Older Adults, Questionnaires, State Surveys, Tables (Data), \*Teacher Attitudes, Vocational Education, \*Vocational Education Teachers

Identifiers—Virginia

The study analyzes the attitudes and perceptions of vocational educators with respect to education for the elderly. An open-ended, closed

form survey questionnaire mailed to a stratified random sample of vocational educators in Virginia was analyzed. An 80.23 percent return was obtained. Few significant differences were found in comparing the stratification variables of sex, age, vocational service area, vocational education status, geographical location, and vocational education level with attitudes toward the elderly. Vocational educators were found to be somewhat homogeneous in attitudes and perceptions. Vocational educators perceived that the elderly were a proper concern of the profession, and that, for the most part, personnel and material resources were inadequate for the task of working with the elderly. It was found that few programs were being offered for the aged by vocational education as a profession, and that where such programs were in effect they were likely to be adult education offerings in skill development areas with the aged eligible to attend, but such activities were not specifically planned for them. Basically, it was found that vocational educators are sensitive to the needs of the aged, but largely unaware of how those needs can be met within the existing structure of vocational education. (Author)

ED 112 094 95 CE 004 860

Sheppard, N. Alan

**Identification of Problems and Competencies Needed by Vocational and Technical Education Personnel Teaching Persons with Special Needs in Virginia.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Jun 75

Note—80p.; For related documents, see CE 004 856-858

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Disadvantaged Youth, Educational Needs, \*Educational Problems, \*Handicapped Students, Questionnaires, Special Education Teachers, \*Surveys, Tables (Data), Teacher Attitudes, Teacher Characteristics, Teaching Methods, \*Teaching Skills, Technical Education, \*Vocational Education Teachers

Identifiers—Virginia

The report examines the problems, necessary competencies, and inservice needs of those currently employed to teach the disadvantaged and handicapped in vocational/technical schools and programs. The study is based on questionnaire responses of 107 graduate students at Virginia Polytechnic Institute and State University. Of the respondents, 29 percent have masters degrees, 61 percent teach agriculture, business, or home economics; and 63 percent have two to five years of experience teaching the disadvantaged or handicapped. Of the 32 respondents identifying an experience or program which best prepared them for their work, one-half indicated that university courses and work experience both ranked highest. The respondents listed various teaching techniques and curriculum materials including laboratory experience, audiovisual equipment, projects, role playing, open discussions, and guest speakers. Salient teaching problems of the respondents included: students' lack of motivation, poor attendance, and personal problems; deficiencies in instructional materials; and an inability to provide quality instruction to all students. Competencies rated as very important included: knowledge of students' physical, educational, and behavioral characteristics; awareness of appropriate teaching techniques; guidance resources, instructional materials, and laboratory experiences; and practical experience. Summary, conclusions, recommendations, and the survey questionnaire are included. (JR)

ED 112 095 CE 004 861

**211(D) Annual Report: Grant to the Center for International Education of the University of Massachusetts to Strengthen and Develop Its Competence in Nonformal Education for the Developing World.**

Massachusetts Univ., Amherst.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance.

Pub Date 30 Jul 75

Note—61p.; Sections 3 and 7 and Table 3-A have been deleted because they are printed in type too small to reproduce

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Annual Reports, Developing Nations, Educational Finance, \*Educational Programs, \*Grants, International Education, \*International Programs, \*Nonformal Education, Program Development, Program Evaluation, Tables (Data)

Identifiers—\*Center for International Education  
 The first section of the annual report briefly describes the Nonformal Education (NFE) component of the Center for International Education at the University of Massachusetts. Section 2 discusses the general background and description of the problem of nonformal education and states the purposes and objectives of the university's grant to the center (to increase the capability of the university to assist developing countries with collaborative nonformal education programs). Section 4 discusses the impact of grant-supported activities in achieving grant purposes. Section 5 discusses other resources for grant-related activities. Section 6 covers the utilization of institutional response capabilities in development programs, program personnel and their accomplishments, and domestic and international program linkages. Section 8 tabulates the involvement of minority personnel and women in the program. Five supplemental tables provide a report of funding distribution, expenditure reports, and requests for assistance received. Two annexes provide a statement on planned NFE publications and a preliminary report on the activities of the NFE Center. (JR)

**ED 112 096** CE 004 862  
 Miller, Larry E.

**Supervised Occupational Experience Programs; Curriculum Material for Agricultural Science and Mechanics 1 and 2.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program; Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No.—AP-9

Pub Date 73

Note—102p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
 Descriptors—\*Agricultural Education, Bookkeeping, \*Curriculum Guides, Farm Management, \*Instructional Aids, Job Skills, \*Recordkeeping, Resource Materials, Secondary Education, Transparencies, Vocational Education, \*Work Experience Programs

The curriculum guide for agricultural science and mechanics 1 and 2 is divided into two units, both of which deal with supervised occupational experience programs in agriculture. Unit A, planning occupational experience programs, covers five problem areas: understanding the value of an occupational experience program, selecting occupational experience programs, developing training agreements and training plans, planning for improvement projects and supplementary practices, and keeping agricultural records. Unit B covers one problem area: summarizing and analyzing farm records. For each of the problem areas the guide provides: situations, teacher objectives, an introduction, group objectives, problems and concerns, references, visual aids, special events, applications and evaluations, and content summaries. The content summaries provide handouts and transparency masters for supplementing the problems and concerns section and for explaining the material in the references. (Author/JR)

**ED 112 097** CE 004 863  
 Miller, Larry E.

**Selected References and Aids for Teaching Animal Science to Students of Agricultural Education.**  
 Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program; Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No.—AS-6

Pub Date 73

Note—51p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Agricultural Education, \*Animal Science, Audiovisual Aids, \*Bibliographies, \*Instructional Aids, Livestock, \*Resource Guides, Textbooks, Vocational Education  
 The resource guide for animal science education is divided into six subject areas: general

animal science, beef, dairy, poultry, sheep, and swine. Within each of these areas, the guide provides bibliographic and availability data for relevant materials in the following forms: bulletins and circulars; textbooks; films, filmstrips, and slides; and commercial materials (literature, charts, aids). For each entry (other than textbook entries) the guide also includes a brief description of content. In addition, each entry is designated as primarily intended for student or teacher use. Finally, the guide lists addresses of relevant educational institutions, commercial companies, and textbook publishers. (JR)

**ED 112 098** CE 004 864  
 Bjoraker, Walter T.

**A Course of Study in Farm Management. Instructional Series Number 4.**

Wisconsin Univ., Madison. Dept. of Agricultural and Extension Education.

Pub Date [72]

Note—56p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Adult Education, \*Agricultural Education, Bibliographies, Course Content, \*Curriculum Guides, Farm Accounts, \*Farm Management, \*Farm Visits, \*Recordkeeping, Records (Forms), Secondary Education, Supervised Farm Practice

The course of study in farm management was planned primarily for use by instructors in farm training, production agriculture, and continuing education programs but could also be adapted for use in secondary level vocational agriculture programs. Written for a minimum of 20 hours of classroom instruction, the course material is supplemented by an outline of individual instruction to be conducted by the teacher during monthly visits to the enrollee's farm. Management procedures to be taught cover such areas as financial recordkeeping and analysis, income tax preparation, long range crop and livestock planning, and control of capital resources. Worksheets, inventory forms, sample ledgers, and reference lists are appended. (KH)

**ED 112 099** CE 004 865

Kohen, Andrew I. And Others

**Women and the Economy: A Bibliography and a Review of the Literature on Sex Differentiation in the Labor Market.**

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Mar 75

Note—93p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Attitudes, \*Bibliographies, Economic Research, \*Females, \*Labor Market, Labor Unions, Laws, \*Literature Reviews, Occupations, \*Sex Discrimination, Unemployment, Wages, Working Women

The first two-thirds of the document is a bibliography on women in the labor market which is divided into 27 categories and subcategories, the major headings of which are: historical perspective, the supply of female labor in the labor market, earnings of women workers, occupations of women workers (covers occupational distribution, academic and non-academic professional occupations, clerical occupations, blue collar occupations, and service occupations), unemployment among women, women and unionism, attitudes of and toward women working, working women and the rule of law, home production and child care, edited collections of studies on the role of women, bibliographies and review articles, and miscellaneous. The remainder of the document reviews both the theoretical and the empirical literature on sex differentiation in the labor market and focuses on economic research on female/male differences in earnings and occupational assignment. The literature review determined that the sole consistent result of the empirical studies surveyed is that sex discrimination in the form of unequal pay for equal work is of little, if any, quantitative significance. A concluding table summarizes the empirical literature reviewed with respect to data sources and population studied, measure of earnings, statistical method, and explanatory variables and earnings ratio. (JR)

**ED 112 100** 95 CE 004 866

Gray, Kenney E., Ed. Petrie, William J., Ed.  
**In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date Jan 75

Note—158p.; Papers presented at the National Vocational Education Personnel Development Seminar (8th, Madison, Wisconsin, October 28-31, 1974)

Available from—Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Agricultural Education, Educational Change, Educational Needs, Educational Philosophy, Educational Responsibility, Educational Strategies, Evaluation Methods, \*Inservice Teacher Education, \*Manpower Development, \*Performance Based Teacher Education, School Community Cooperation, \*Seminars, Teacher Certification, Vocational Education, \*Vocational Education Teachers

Identifiers—Canada, New York, Oklahoma, Texas

The report of the seminar on inservice vocational education personnel development contains the transcripts of 14 speeches and the reports of six discussion groups. The papers are organized under four main headings: the context of inservice education, which contains three papers on inservice education philosophy, requirements, and responsibility; industry, business, and education cooperation, which contains three papers on inservice personnel development programs and patterns in Texas, Oklahoma, and New York State; competency/performance based personnel development, which contains five papers on performance based teacher education programs for the general needs of vocational teachers and for the specific needs of agriculture teachers, and certification standards and needs; and models, strategies, and change, which contains three papers on an evaluation model, strategies of personnel development of vocational education in Canada, and change in the schools. The six discussion group topics are: principles and strategies of inservice personnel development; needs identification and program evaluation; supervising teachers; recertification and competency based standards; trends, issues, and problems in inservice teacher education; and career development for professional personnel. The seminar program and seminar staff are included. (JR)

**ED 112 101** CE 004 867  
 Day Care Administrator Training Project: Final Report.

Wisconsin Univ., Madison. Univ. Extension.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 30 Jun 73

Note—411p.; Page 2 is missing

**EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage**

Descriptors—\*Administrative Principles, \*Administrator Education, Administrator Role, Cognitive Objectives, Course Content, \*Curriculum Development, Curriculum Guides, \*Day Care Programs, Educational Objectives, Evaluation, Interpretive Skills, Learning Experience, \*Program Administration, Task Analysis

The first 16 pages of the report describe the development of the day care administrator training project. They describe: the identification of 32 areas of administrative skill which the curriculum focuses on; the organization of the curriculum along Gagne's model through a task analysis of the terminal, enabling, and teaching objectives; and the development of instructional materials on the basis of cognitive organizers, that is, comprehensive, systematic statements of major learning constructs. The remainder of the report consists of appendices: brief sample project visitation reports and a summary of results of a letter survey; a lengthy curriculum document, which for each of the 32 skill areas lists tasks, conceptual skills and knowledge, and possible training sources; a curriculum task analysis, which for 10



basic administrator skills specifies educational purposes, learning experiences, continuity and sequence and integration of skills, evaluation of learning experiences, and program evaluation; and teaching-learning transactions for the interpretive function, which contain a curriculum task analysis, a cognitive organizer, and teaching-learning transactions. (JR)

**ED 112 102** CE 004 872

Bloom, Barbara I.

**Career Goals of Hospital School of Nursing Seniors. Report of a Survey.**

American Hospital Association, Chicago, Ill.

Pub Date 75

Note—73p.

Available from—American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611 (\$3.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Choice, \*Career Planning, Clinical Experience, Employment, Factor Analysis, Health Occupations, Hospital Personnel, \*Hospital Schools, Job Applicants, Medical Education, \*National Surveys, \*Nurses, Nursing, Occupational Guidance, \*Specialization, Student Characteristics, Student Experience, Students, Tables (Data), Vocational Counseling

The report represents the results of a 1973 survey of senior students in hospital schools of nursing. Prepared by the American Hospital Association (AHA) Division of Career Information, the report is based on data compiled by the AHA Division of Survey Research. More than 11,000 students in 388 schools completed and returned a questionnaire which was divided into three major sections: career goals, career guidance, and individual information. Some of the questions required only checks, others required ranking factors in order of importance, and a few asked for open-ended responses. The study findings underscore the influence of the educational program on job selection. The major findings were that a large percentage of seniors expected to continue their education either on graduation or in the future, that the majority who had accepted job offers selected hospitals as their first employer, that clinical experience appears to influence choice of specialty, and that most students would be willing to work in manpower shortage areas. Several pages of comments interpreting the findings are followed by 41 tables of data. Among the appendices are the survey questionnaire and tables showing breakdowns of data concerning AHA member and nonmember schools and States and regional data. (Author/AJ)

**ED 112 103** CE 004 873

Morgan, Fred Rosen, Darien

**Recruiting, Classification and Assignment in the All-Volunteer Force: Underlying Influences and Emerging Issues.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.—RAND-R-1357-ARPA

Pub Date Jun 74

Note—72p.

Available from—Rand Corporation, Santa Monica, California 90406 (ARPA order number 189-1, 3020 Human Resources. No price given)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Administrative Change, Administrative Policy, Administrative Problems, Aptitude, Classification, Competitive Selection, Manpower Development, \*Manpower Needs, Military Personnel, \*Military Service, \*Military Training, Organizational Change, Problems, Qualifications, Quality Control, \*Recruitment, Research, Standards, Trend Analysis, Volunteers

Identifiers—\*Volunteer Army

With manpower considerations assuming an ever increasing importance for the Department of Defense, the report was prepared as part of a research program intended to bring new methodologies to bear on present and future military manpower problems. The report describes the All-Volunteer Force (AVF) recruiting, classification, and assignment (RCA) processes and examines the emerging issues surrounding those processes. Section I describes the operational characteristics of pre-Volunteer RCA; Section 2,

All-Volunteer RCA in terms of the major underlying influences shaping its development; and Section 3, the emerging issues and potential problems acting on RCA and their relationship to one or more of the underlying influences. Pre-Volunteer RCA was relatively simple; the most important influence was the virtual guarantee of a ready supply of high quality people to fill the needs of the Services. The absence of this guaranteed supply has been the dominant factor in shaping AVF adjustments and adaptations; seven major institutional influences acting on RCA are identified, and each relates to one or more emerging issue/problem affecting RCA. Six emerging issues are identified, which have in common a high degree of complexity and pervasiveness and which, together, constitute a major challenge to AVF management. (Author/AJ)

**ED 112 104** CE 004 874

Grant, Lee P. And Others

**Horticulture Mechanics Course Outline. Teacher Education Series, Vol. 15, No. 11.**

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Pub Date 74

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Agricultural Education, Course Content, \*Curriculum Guides, Mechanical Equipment, Mechanical Skills, \*Mechanics (Process), \*Ornamental Horticulture, Post Secondary Education, Secondary Education, Unit Plan, \*Vocational Agriculture

The document provides 17 outlines of brief instructional units in mechanics, which are intended for incorporation into an existing program of study in ornamental horticulture at the secondary or postsecondary level. To facilitate the flexible use of the outlines, a grid is presented on which seven occupational areas (such as arboriculture, turfgrass maintenance, and greenhouse production) are matched with the appropriate mechanics unit (such as plumbing, hydraulics, tree tools, and irrigation systems). The units involve safety, simple mechanical skills, and the operation and maintenance, but not repair, of equipment, and cover both fall and spring semester work. The statements within units may be expanded into performance (behavior) objectives, which may then be broken down into task or skill units. (Author/AJ)

**ED 112 105** 95 CE 004 876

Vose, George D.

**The Self Directed Career Program as a Tool for Presenting Career Information to Ninth Grade Students.**

Bangor School Dept., Maine.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 74

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Classroom Guidance Programs, Comparative Analysis, Grade 9, Guidance Objectives, \*Guidance Services, \*Junior High School Students, Occupational Guidance, Occupational Information, Pilot Projects, \*Program Evaluation, Self Directed Groups, \*Vocational Maturity

Identifiers—Career Guidance, Maine (Bangor)

The report covers a project in the Bangor junior high schools running from the first week in October 1973 to the last week in April 1974. The study sought to find a way to upgrade the career guidance program at the junior high level with little cost in counselor time. Three junior high schools supplied the ninth grade students to be used for experimental and control groups in the study. A pre-posttest decision with a control group was used for the first part of the test and a post-test only for the second part. In the first school the self-directed search (SDS) test without the use of the SDS kit was administered. In the second school the SDS kits were introduced into the experimental treatment. The third school was used as a control group and used neither the test nor the kits. The Career Maturity Inventory was used to measure results to determine whether the SDS had stimulated students to seek career information on their own. Results were inconclusive. The third party evaluation (appended to the report) was conducted, recommending the use of SDS kits along with improvements in scheduling and more involvement of classroom teachers. (MU)

**ED 112 106** 95 CE 004 877

Mocker, Donald W. Zinn, Lorraine M.

**Adult Basic Education Teacher Certification Study.**

Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Spons Agency—Colorado State Dept. of Education, Denver. Div. of Adult Education; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Grant—OEG-73-5213

Note—72p.; For the ABE Teacher Competency Inventory, see CE 003 610; For reports from other States, see CE 003 368 (Puerto Rico), CE 003 367 (Iowa), CE 004 116 (Virgin Islands), and CE 004 387 (Idaho)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Adult Basic Education, Adult Education, \*Adult Educators, Knowledge Level, \*Performance Criteria, \*Surveys, Teacher Attitudes, Teacher Behavior, Teacher Certification, Teacher Evaluation, Teacher Response, \*Teaching Skills

Identifiers—Adult Basic Education Teacher Competency Inventory, \*Colorado

A competency inventory was used to determine those Adult Basic Education (ABE) teacher competencies which should be used as a basis for determining ABE Teacher Certification Standards for the State of Colorado. The survey instrument consisted of 170 previously established and validated statements of teacher competency. A sample of 36 ABE teachers (primarily female, ages 25-65) with three or more years of ABE teaching experience and recent ABE training were asked to indicate, on a scale of zero to seven, the degree to which a teacher should be able to perform each competency. The results, presented in tabular form, show the mean scores used to rank the competencies and the following categories into which they were classified to provide another format for viewing the data: scope and goal of adult education, curriculum instructional process, and ABE learner. Those competencies ranked in the top quartile were found to be critical in providing criteria for certification. Most critical competencies were in the instructional process category. A method for clustering competencies was suggested for use in developing courses for certification. Appended are a copy of the inventory and a 14-page computer printout of raw data from the survey. (MS)

**ED 112 107** 95 CE 004 878

Sewell, Susan

**A Comparative Analysis of Student Attitudes Toward Individualized and Traditional Instruction.**

Southwest Wisconsin Vocational-Technical School, Fennimore.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Apr 74

Note—50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 31-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Conventional Instruction, Educational Attitudes, \*Individualized Instruction, Post Secondary Education, Questionnaires, \*School Surveys, Student Attitudes, \*Student Opinion, Tables (Data), Teaching Methods, \*Vocational Education

To determine student attitudes toward traditional and individualized instruction, 152 students (92 males, 60 females) selected from the post-secondary instructional areas of agriculture, business, home economics, and trades and industry were surveyed for their opinions. The students responded to 25 statements about each type of instruction saying whether they strongly disagreed, disagreed, were uncertain, agreed, or strongly agreed with each statement. Findings indicate that students prefer individualized over traditional instruction, but they have favorable attitudes toward both methods suggesting that both types of instruction are needed. The survey instrument is appended. (MU)

**ED 112 108** 95 CE 004 879

Douthitt, Dorothy B. Lung, Juliana

**Samoan Demonstration Program. Final Report for FY 74-75; Volume 1.**

Hawaii Univ., Honolulu. Honolulu Community Coll. Kalihii-Palama Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75] 9-73-0091

Grant—OEG-9-73-0091

Note—60p.; For Volume 2, see CE 004 880

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Adult Basic Education, Bilingual Education, Curriculum Development, \*Demonstration Programs, Information Dissemination, Material Development, Participant Characteristics, Program Descriptions, Tables (Data), \*Teaching Methods, Test Results, \*Vocational Education

Identifiers—Hawaii, \*Samoan Americans

Third year project activities, aimed at disadvantaged Samoans living in Hawaii, 20 Years of age or older, unemployed or underemployed, and unable to effectively compete for or maintain jobs, are summarized in the document. Third year's aims included: (1) providing basic education to 75 adult Samoans through vocational interest areas, (2) using innovative curriculum, including peer instruction, and (3) disseminating project materials and information. Basic education was taught in conjunction with sewing, auto mechanics, and consumer education classes, with the vocational involvement of the students motivating their learning of basic educational skills. Teacher evaluation of curriculum, a survey of instructional concepts developed over a three year period, the responsibilities assumed by peer tutors, and pre- and post-test results are provided. Dissemination efforts are discussed. The implementation of bilingual/bicultural teachers, advisory board members, and staff is seen to be a contributing factor to the success of the program, along with efforts to incorporate a concern for the total family unit into teaching methods. Descriptions of instructional materials used and developed, a list of those in contact with the program, reports on various dissemination projects, and a description of the Adult Basic Education tests used are appended. (LH)

**ED 112 109** 95 CE 004 880

Douthitt, Dorothy B. Lung, Julia

**Samoan Demonstration Program. Final Report for FY 74-75; Volume 2.**

Hawaii Univ., Honolulu. Honolulu Community Coll. Kalihii-Palama Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Grant—OEG-9-73-0091

Note—88p.; For Volume 1, see CE 004 879

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Adult Basic Education, Course Descriptions, Curriculum Development, Police Demonstration Programs, \*Instructional Materials, \*Sewing Instruction, \*Teaching Methods, Vocabulary Development, Vocational Education

Identifiers—Hawaii, Samoan Americans

The document, second of two volumes, presents sewing instructional materials developed in the third year of the project aimed at disadvantaged Samoans living in Hawaii, 20 years of age or older, unemployed or underemployed, and unable to effectively compete for or maintain jobs. Instructional materials are presented in two sets, with the first a 10 lesson series of instructional activities revolving around 50 basic sewing terms. The acquisition of basic educational skills is stressed through vocabulary development, reading, spelling, and writing lessons with practice sheets. Vocabulary lessons utilize both English and Samoan; other materials are presented in English only. Pre- and post-tests indicate progress, and the material may be taught in a group situation or individually. The second set of instructional materials consists of five information sheets that deal with practical sewing skills, with students moving at their own pace with the help of the instructor or peer tutor. Sewing skills include measuring for dress size, laying and cutting a pattern, hemming a skirt, stitching a straight seam, and hand stitching. The instructional materials were custom designed for the project and a discussion concerning other materials used is included in the first volume of the report. (LH)

**ED 112 110** CE 004 882

Brennan, Mark F. Taylor, John E.

**Self-Pacing a Gross Motor Skills Course: Crawler Tractor Operator, MOS 62E20.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—HumRRO-TR-75-19

Pub Date Jun 75

Note—56p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Construction (Process), Construction Industry, Course Organization, Driver Education, Equipment, \*Individualized Programs, \*Job Training, \*Mechanical Equipment, Military Training, Peer Teaching, \*Performance Based Education, Performance Tests, Program Attitudes, Psychomotor Skills, Research Projects, \*Road Construction, Training Techniques

As part of the Army's emphasis on performance-oriented instruction in training centers, a study was conducted to determine the feasibility of using self-paced instruction in a gross motor skills course. The Crawler Tractor Operator Course, a seven-week heavy equipment course conducted at Fort Leonard Wood, Missouri was selected for the study involving approximately 300 trainees. Findings indicate that in the self-paced system, training managers can (a) train on additional pieces of equipment, if trainees are retained for the full seven weeks; or (b) achieve substantial savings in the time and training costs if the trainees are released for assignment upon their qualification in the crawler tractor operator skills. Other findings from the self-paced study are: (a) the system permits trainees to proceed through the course at their own rate of learning, (b) the rate of learning correlates moderately with individual predictor scores, (c) the system is readily accepted by the trainees, (d) although instructor workload is heavier, motivation and morale are higher, (e) peer instruction can be used, and (f) the system is more economical and efficient. The self-paced performance tests and questionnaires used to sample trainee and instructor attitudes toward the program are appended. (Author/AJ)

**ED 112 111** CE 004 883

Ward, Richard H. And Others

**Police Robbery Control Manual.**

City Univ. of New York, N.Y. John Jay Coll. of Criminal Justice.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Apr 75

Note—90p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00316-8, \$1.55)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—City Wide Programs, Crime, Law Enforcement, Manuals, \*Police, Police Action, Police Community Relationship, \*Prevention, \*Program Administration, Program Descriptions, \*Program Development, \*Stealing

Identifiers—Police Education, \*Robbery Control

The manual was designed as a practical guide for police department personnel in developing robbery control programs. An introductory chapter defines types of robberies and suggests administrative and operational uses of the manual. Research and control strategies are reported according to five robbery types: street (visible and non-visible), residential, vehicle, and commercial. Robbery control projects in five cities (Miami, New York City, Denver, Kansas City, and Minneapolis) are described in detail. A chapter on developing a robbery control project presents a step-by-step process for analyzing the pattern of robberies in a community and planning actions to combat them. Techniques are described that can be adapted for use by police departments of any size. Other chapters deal in depth with organizational and operational problems, training curriculum and methods, and sources of funding. Appended items are: (1) synopsis of robbery programs in 30 cities including program title, descriptions, cost, and a contact for each; (2) analyses of robbery and assault in Worcester, Massachusetts; and (3) public information material used in some of the programs. A 71-item selected bibliography is also contained in the manual. (Author/MS)

**ED 112 112** CE 004 885

Karger, Delmar W.

**Management: A Suggested Adult Business Education Course: Instructor's Guide.**

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 75

Note—34p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Adult Education, Certification, \*Course Content, Course Descriptions, \*Management Education, Post Secondary Education, Secondary Education, \*Teaching Guides

The instructor's guide is intended as an aid in the presentation of a well-organized review course on management in preparation for the Certified Professional Secretary (CPS) Examination. This course can generally be covered in 10 sessions of three hours each and can be used at the secondary or postsecondary level. The 10 lessons cover the following topics: course introduction and definitions; organizations and behavioral science; staffing, compensating, and controlling; experimentation in management, decision making, and selection and training of personnel; other personnel functions; production management; management of marketing and distribution; labor relations, and research and engineering; population, social programs, business-government relations, mergers, and multinational businesses; and management techniques and practices for the CPS. Each lesson's content outline is presented with teaching suggestions and references. A bibliography for general and instructional use is included. (Author/EC)

**ED 112 113** CE 004 886

Chakonas, Paul Cerner, Ira

**Distribution and Analysis of Postsecondary Occupational Funds in New York State Under the Vocational Education Amendments of 1968; Fiscal Years 1970-74.**

New York State Education Dept., Albany. Bureau of Occupational Education Research; New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.

Pub Date May 75

Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Administration, Budgets, Comparative Analysis, \*Educational Finance, Expenditures, \*Federal Aid, \*Post Secondary Education, \*Resource Allocations, School Funds, State Surveys, Statistical Analysis, Tables (Data), \*Vocational Education

Identifiers—\*New York, Vocational Education Amendments 1968

The report is the initial segment of a two-phase analysis of the distribution of Federal postsecondary occupational education funds in New York State. It examines the rationale behind New York's distribution of Federal funds as well as detailing the results of those administrative decisions. The document represents the first compilation of its kind and is intended to serve both as a model for reporting the distribution of Federal Vocational Education Act funds for postsecondary education and as a reference guide for the local administrator. Tables of data show how and where funds have been allocated over the five fiscal years of 1970-74 and provide a basis for making projections concerning trends for future allocations. Budgetary categories represented in the tables are: administrative, instructional, equipment, guidance and counseling, and staff development. Occupational clusters represented are: agriculture; distributive; health; office; trade, industrial, and service; engineering-related; and multi-occupations. (Author/AJ)

**ED 112 114** 95 CE 004 890

Koble, Daniel E., Jr., Ed Bumstead, James G., Ed.

**Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date Mar 75

Note—153p.; Papers presented at the Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Administrator Education, Career Education, \*Curriculum Development, Curriculum Planning, Diffusion, Educational Improvement, \*School Districts, Special Education, \*Staff Improvement, \*State Programs, \*Vocational Education

The 1974 seminar for State directors of vocational education focused on improvement of vocational curricula at the local education agency level. One hundred fifteen persons, representing 43 State vocational units, one territory, and Washington, D.C., attended the seminar. Special emphasis was given to processes and innovative concepts relating to professional development and self-improvement of State directors of vocational education and key members of their staffs. Guidelines and information papers were presented to explain and define methods that can be utilized by State vocational education personnel in discharging responsibilities in the field of curriculum development. The seminar covered the following areas: vocational education programs for persons with special needs (three papers); State level programs to facilitate the dissemination and implementation of new curriculum ideas (three papers); State level management information systems for curriculum improvement (three papers); curriculum changes and improvement in local education agencies (two papers); mechanisms and approaches to curriculum development (two papers); need for curriculum for State personnel development supervisors (one paper); and implementing career education programs (three papers). The full texts of all papers are included in the document. The seminar agenda and a program participant list are appended. (Author/EC)

**ED 112 115** CE 004 891  
**Executive and Management Curriculum: General Management Training Institute. FY 1976.**  
 Civil Service Commission, Chicago, Ill. Regional Training Center.  
 Pub Date [75]

Note—14p.; For related documents, see CE 004 892-893

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Adult Education, Course Content, \*Course Descriptions, Decision Making, Educational Objectives, \*Institutes (Training Programs), Leadership Training, \*Management Development, \*Management Education, Professional Continuing Education

The document contains a general information sheet, a curriculum calendar for 1976, and course descriptions for the following General Management Training Institute courses: advanced management seminar, executive seminar, management and group performance, management of scientific and engineering organizations, managerial decision making, middle management institute, and workshop for middle managers. Each course description contains: a statement of the audience the course was designed for, a description and a list of objectives of the course, an explanation of the delivery methodology, a list of topics covered, and the cost. (JR)

**ED 112 116** CE 004 892  
**Special Curriculum: General Management Training Institute. FY 1976.**

Civil Service Commission, Chicago, Ill. Regional Training Center.  
 Pub Date [75]

Note—22p.; For related documents, see CE 004 891 and CE 004 893

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Administrator Education, Adult Education, Behavioral Objectives, Course Content, \*Course Descriptions, Educational Objectives, \*Institutes (Training Programs), Leadership Training, \*Management Development, \*Management Education, Problem Solving, Professional Continuing Education, Team Training, Teamwork

The document describes the special curriculum course offerings for the General Management Training Institute. It contains a general information sheet, a curriculum calendar for 1976, and course descriptions for the following courses: administrative officer seminar, analyzing managerial key results areas and formulating objectives, creative problem solving, management briefing, management by objectives, management orientation, management of time, managing and improving work systems, organization development seminar, team building for organizational effectiveness, and understanding and managing human behavior. Each course description contains: a statement of the audience the course was designed for, a description and a list of the objectives of the course, an explanation of the delivery methodology, a list of topics covered, and the cost. (JR)

**ED 112 117** CE 004 893  
**Supervisory Curriculum: General Management Training Institute. FY 1976.**

Civil Service Commission, Chicago, Ill. Regional Training Center.  
 Pub Date [75]

Note—17p.; For related documents, see CE 004 891-892

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Adult Education, Communication Skills, Counseling, Course Content, \*Course Descriptions, Educational Objectives, \*Institutes (Training Programs), Leadership Training, \*Management Development, \*Management Education, Professional Continuing Education, \*Supervisory Training

The document describes the supervisory course offerings of the General Management Training Institute. It contains a general information sheet, a curriculum calendar for 1976, and course descriptions for the following courses: basic management functions, basic management methods and skills, communicating and counseling, increasing (improving) supervisory skills, introduction to supervision, leadership and supervision, supervision and group performance, supervision in the public service, and management in practice. Each course description contains: a statement of the audience the course was designed for, a description and a list of the objectives of the course, an explanation of the delivery methodology, a list of topics covered, and the cost. (JR)

**ED 112 118** 95 CE 004 894  
**Deshler, J. David. And Others.**  
**Developing Community Services in the Seventies: New Roles for Higher Education.**

California Univ., Los Angeles. Lab. for Research on Higher Education.

Spons Agency—California State Postsecondary Education Commission, Sacramento; Office of Education (DHEW), Washington, D.C.  
 Pub Date Apr 75

Note—127p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
 Descriptors—Adult Education, Community Development, \*Community Service Programs, \*Educational Administration, \*Educational Economics, \*Educational Legislation, Educational Research, Federal Aid, Federal State Relationship, Government Role, \*Higher Education, Institutional Role, Predictor Variables, Program Development, Research Methodology  
 Identifiers—California, \*Higher Education Act of 1965 Title I

The report on developing community services identifies effective alternative administrative structures and funding patterns which have enabled or could enable Title I efforts in the State of California to be expanded, continued, or adopted when Title I funding to institutions is diminished or terminated. The first of the report's six chapters is an introduction and overview. Chapter 2 describes the research methodology employed. Chapter 3 discusses the diversity of perspectives and interpretations which have been attached to such terms as continuing education, community service, and community development, and public service, and offers a means of clarification based on the distinction between education-oriented, community-oriented, and broker-oriented Title I projects. Chapter 4 focuses on the nature of the strengthening and continuing process of continuing education and community services through developmental funding which has, in some cases, occurred as a result of the intervention of Federal Title I funding. Chapter 5 discusses the primary variables which have been found to affect the strengthening and continuing process for various types of efforts, and presents general conditions which have been found to be important to the continuation or persistence of community service efforts. Chapter 6 provides a summary and general conclusions of the study. (Author/JR)

**ED 112 119** 95 CE 004 895  
**Mezirow, Jack. And Others.**  
**Last Gamble on Education: Dynamics of Adult Basic Education.**

Adult Education Association of U.S.A., Washington, D.C.; Columbia Univ., New York, N.Y. Center for Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date 75

Note—178p.; Appendices A and B have been deleted due to irreproducibility

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
 Descriptors—\*Adult Basic Education, Adult Educators, Adult Students, Community Involvement, Education, Educational Finance, Educational Objectives, \*Educational Research, Paraprofessional School Personnel, \*Program Administration, Program Improvement, Student Characteristics, Teacher Characteristics, \*Urban Education

Identifiers—Paraprofessional Personnel  
 The book, the result of a two-year research project on urban adult basic education (ABE) develops comprehensive and analytical descriptions of significant aspects in the ABE program operation and classroom interaction, and the perspectives of those involved. The study was conducted in large city public schools throughout the country, and the information gathered is presented in chapter form, following an introduction stating methodology and rationale: ABE—The Only Game in Town points out divergent objectives and funding on local, State, and Federal levels; Classroom Dynamics describes student diversity, enrollment, conduct, failure syndrome, testing, teaching approaches, and discipline; The Students deals with motivational reasons for enrolling in terms of race, sex, and age; Teachers and Counselors supplies background and salary information, and perceptions of students and curriculum; Paraprofessionals supplies background and funding information, and defines job duties and recruitment-selection process; Directors explores background and perspectives on students, teachers, the program, funding, salary, and status; Hustling the Community discusses variables in achieving funding and facilities; Improving the Odds analyzes program improvements in terms of the students involved. (The document is indexed.) (LH)

**ED 112 120** CE 004 896  
**Moore, Marjorie, Ed.**  
**Future Role of Driver Licensing in Highway Safety.**

National Academy of Sciences - National Research Council, Washington, D.C. Transportation Research Board.

Report No.—PB-240-943; TRB-SR-151  
 Pub Date 74

Note—59p.; Papers presented at the Annual Meeting of the Highway Research Board (52nd)

Available from—Transportation Research Board, National Academy of Sciences, 2101 Constitution Ave., N.W., Washington, D.C. 20418 (\$2.20) and National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-240-943; HC-\$2.20, MF-\$2.25)

**Document Not Available from EDRS**

Descriptors—\*Certification, Diagnostic Tests, \*Driver Education, Educational Research, \*Traffic Safety

Identifiers—Computer Based Systems

The 10 papers in this special report are of interest to safety and enforcement officials, driver educators, and license administrators. They describe driver licensing from several viewpoints and discuss the past, present, and, most importantly, future roles of driver licensing in highway safety. A number of the authors agree that most current licensing practices do little to ensure that applicants possess the knowledge and skills required for safe driving. Most of the papers offer suggestions for research essential for development of better licensing processes. Such research is admittedly costly in both time and money, however, and is likely to suggest licensing and testing procedures that will further increase the cost of administration. (NTIS)

**ED 112 121** CE 004 898  
**Cannon, M. Hamlin.**  
**Flying Training at West Point.**

Air Force Academy, Colorado Springs, Colo.  
 Report No.—AD-A008-083/8GA

Pub Date Jul 70  
 Note—123p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (AD-A008 083/8GA; HC \$5.25, MF \$2.25)

**Document Not Available from EDRS**

Descriptors—\*Educational Change, Educational Programs, \*Flight Training, Graduate Surveys, History, \*Military Schools, \*Military Training, Program Attitudes, Program Evaluation, Questionnaires

Identifiers—Air Force Academy, \*West Point



During World War Two the United States Military Academy operated a three-year program of instruction. Superimposed on this abbreviated curriculum was full-scale pilot training program. The emphasis of this study is on the problems that arose as a result. Included is a summary of responses to a questionnaire on the value of the flying training which was sent to all living Military Academy graduates of the war years. The emergence of air power as a major factor in the victories of World War Two and the defense of the nation in the postwar years strengthened the conviction that only a separate air academy would enable the Air Force to fulfill the obligations placed upon it by the nation. The West Point experience furnished telling arguments in favor of the proposal. It was also invaluable to Air Force planners in determining the organization and curriculum of the Air Force Academy. (NTIS)

**ED 112 122** CE 004 899

Flaim, Paul O. Gilroy, Curtis L.  
**Job Loss and Other Factors Behind the Recent Increase in Unemployment. Report No. 446.**  
Bureau of Labor Statistics (DOL), Washington, D.C.  
Pub Date Jun 75  
Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Age Differences, Blue Collar Occupations, \*Data Analysis, \*Employment Statistics, Job Layoff, \*National Demography, Racial Composition, Sex Differences, Tables (Data), Unemployment, \*Unemployment, Unemployment Insurance, Working Women, Youth Employment

Identifiers—\*Job Loss

Based on data assembled by the Bureau of Labor Statistics, the document analyzes the unemployment increase in terms of job leavers, re-entrants and new entrants into the job market, and job losers. The period analyzed runs from the fourth quarter of 1973, to the first three months of 1975. Data breakdown is by sex, race, and age, with the focus primarily on the category of job losers. Men under 56 years of age, with 18 percent of them black, have shown the largest increase in job-loss unemployment. Women account for one-third of job-loss unemployment, with those aged 45 and over showing a larger percentage. Occupational breakdown shows job loss unemployment highest among factory production workers with the relative increase higher for women than men. The increase in job-loss unemployment has been matched by the increase in unemployment insurance benefits drawn by workers under State programs. Unemployment rates for unemployed re-entrants, consisting mainly of women and blacks, rose 46 percent; new entrants, largely youths 16 to 19 years of age and one-fourth of them black, rose 37 percent; and job leavers showed little increase. Four tables and six graphs supplement the document. (LH)

**ED 112 123** CE 004 900

Brantner, Seymour T. And Others  
**Non-Pedagogical Competencies of Teachers. Vocational Technical Research Report Vol. 13, No. 6.**  
Pennsylvania State Univ., University Park. Dept. of Vocational Education.  
Pub Date Jul 75  
Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Occupational Tests, \*Predictive Ability (Testing), Questionnaires, Teacher Certification, \*Teacher Evaluation, Teacher Qualifications, \*Teaching Skills, \*Vocational Education Teachers

The process for the certification of teachers has changed over the years reflecting a transition in the qualifications and background required from a teacher. A common requirement in all States for vocational teachers is actual occupational employment and, in Pennsylvania, an additional requirement is the completion of the occupational competency examination. To determine whether occupational competency evaluation scores are a valid indicator of subject competency, a five-year study of 107 full-time vocational teachers was conducted. Data were collected using a 17-item questionnaire designed to measure subject matter competency of teachers through ratings by their supervisors. An 86 percent return resulted. Occupational competency evaluation scores were obtained from the files in

the Department of Vocational Education of the Pennsylvania State University. Relationships between performance scores and supervision ratings were correlated. Results are tabulated and discussed. The occupational competency areas in carpentry, drafting, electronics, and machine shop were correlated and tabulated according to performance, written portion of the occupational competency evaluation, and supervisors' ratings. The fact that no evidence of a relationship between occupational competency evaluation scores, subject competency, and supervisors' ratings was found is discussed. Bibliographies and the instrument used are appended. (EC)

**ED 112 124** CE 004 901

Songe, Alice H., Comp.  
**Vocational Education: Secondary and Post-Secondary, 1967-1972; An Annotated Bibliography.**  
National Advisory Council on Vocational Education, Washington, D.C.  
Report No.—NACVE-2220295060  
Pub Date Sep 72  
Note—59p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Annotated Bibliographies, Educational Legislation, Educational Programs, Educational Research, Federal Legislation, Federal Programs, \*Post Secondary Education, Program Administration, Program Evaluation, Program Planning, \*Secondary Education, \*Vocational Education

The document is a supplement to "Vocational Education: An Annotated Bibliography of Selected References, 1917-1966 (Below College)." It provides a list of materials which emphasize the evaluation of vocational education programs in secondary and postsecondary vocational education, trends in management and cost effectiveness, history of legislation, suggestions for improvement of existing programs, and plans for future ones. Titles are arranged alphabetically by author under the categories: books and monographs, periodical articles, and unpublished doctoral dissertations. A subject index provides access to the entries. (Author/LH)

**ED 112 125** CE 004 903

**Supervision and Group Performance; Instructor's Guide: Interagency Training Program.**  
Civil Service Commission, Washington, D.C. Bureau of Training.  
Pub Date 75

Note—253p.; Revised edition of ED 053 372

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—Behavior Change, Behavior Theories, Communication (Thought Transfer), Curriculum Guides, Decision Making, Employee Attitudes, Group Discussion, \*Group Dynamics, Leadership Styles, Learning Activities, \*Lesson Plans, Management Games, Motivation, Personnel Management, Problem Solving, Resource Guides, Role Playing, \*Supervisory Training, \*Teaching Guides, Teaching Methods

The instructor's guide to the course designed to acquaint supervisors, with such behavioral science theories as motivation, leadership, group dynamics, and change, stresses student participation through group discussion, role-playing, incident-process case discussion, and management simulation or games. The course is organized around four themes (each containing several topics): individual employee (motivation, motivation-hygiene theory, job enrichment, management by objectives, and labor management relations); individual supervisor (leadership styles and communication); employee as part of a group (group decision-making and formulation of primary groups); and supervisor as part of a group (specific leadership roles within groups, resistance to change, and problem solving). For each topic (as well as for an introductory section) the guide provides: (1) preparation information including a statement of behavioral objectives and notes to the instructor covering the purpose of the module, main concepts, typical participant reactions, any special advance preparation, reading sources for each module, necessary visual aids and materials, and applicable trade secrets; and (2) a presentation guide which is divided into a right and a left hand section, the former containing detailed topic presentation, and the latter providing, at appropriate points, basic teaching process instructions. Fifty-six pages of course handouts are appended. (JR)

**ED 112 126** CE 004 904

**A Survey of Plans for Education and Careers [of the Iowa High School Class of 1975].**  
College Entrance Examination Board, Evanston, Ill.

Spons Agency—Iowa State Higher Education Facilities Commission, Des Moines.

Pub Date 75

Note—115p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—\*Career Planning, \*High School Students, Questionnaires, \*Seniors, Student Attitudes, \*Student Characteristics, \*Surveys, Tables (Data)

Identifiers—Iowa

Forty-nine Iowa high schools enrolling almost 12 percent of the 1974-75 seniors participated in a survey of career and educational goals to discover the postsecondary plans of high school seniors and to lead to improved services to the students. The survey consisted of a 68-item questionnaire, augmented by 20 local questions; 5,766 questionnaires were returned. A description, extensive tabulation, and comparison of the participating schools are given in terms of location, size of the senior class, percentage of senior class entering postsecondary education, number of guidance counselors, and the majority race enrolled in the school. Other areas surveyed and tabulated were: students and their plans for further college education; their jobs and working patterns; their academic performance in high school; their self-perception on career related characteristics; and the role of the family's income, working status, and attitude towards post-high school activity. The results of the survey are analyzed and discussed. A list of participating schools, letters to the schools, survey of local questions, and survey instructions are appended. (Author/EC)

**ED 112 127** CE 004 913

Mountain, Norma M.

**Model Career Resource Centers in Schools for the Systematic Purposeful Use of Career Information Supported by a State Information Preparation Agency. Final Report.**

North Hills School District, Pittsburgh, Pa.  
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.  
Pub Date 30 Jun 73

Note—24p.; Appendix D has been deleted because it is not reproducible in microfiche

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Career Education, Career Planning, \*Educational Resources, \*Information Systems, Models, \*Resource Centers, Secondary Education, \*Vocational Development

Identifiers—\*Career Information Centers, Pennsylvania (North Hills)

The system for delivering career development information to the school personnel and 3,500 students in grades 9-12 in the North Hills schools outside Pittsburgh is described. Objectives of the career resource center were to make available career information, assist in its utilization, and provide professional help to students in their career planning. An internal evaluation of the center is reported in which the regular guidance program and the resource center program are compared using a student survey and detailed records of resource center use. A listing of career resource center equipment and materials, North Hills High School's career development objectives, and its related course offerings are appended. (MU)

**ED 112 128** 95 CE 004 914

Gray, Kenneth C.

**An In-School Job Placement Service for Secondary School Students. Final Report.**

Mount Ararat School, Topsham, Maine.  
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.  
Pub Date 30 Jun 75

Note—73p.; Portions of the Appendix have been retyped so that they will reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Educational Legislation, \*High School Students, Job Application, \*Job Place-



ment. \*Program Descriptions, Program Development, Secondary Education, Student Employment, Student Placement  
Identifiers—Maine

A job placement model, integrated into an existing guidance program, was developed, field tested, and evaluated in the Mt. Ararat School, Maine. The project focused on nine priorities related to job placement, job development, job-seeking and keeping skills, and followup services. Objectives, procedures, and methods of evaluation were set up for each priority. The process was divided into five major areas in which specific activities were conducted: needs assessment, job development, student development and placement, followup (post-graduate and undergraduate), and evaluation. A placement team approach was developed as a model for small schools with limited guidance staff. A successful program was established which led to the writing of legislation to provide similar services to all Maine high school graduates. Conclusions relate to each of the five activity areas and show that the need for job placement among high school students can best be met by existing guidance staff or by a placement team. Five recommendations for promoting job placement in secondary schools are stated. Appended materials (24 pages) include forms used in assessment, development, and evaluation activities; a copy of the legislation; and a 20-item bibliography. (MS)

ED 112 129 95 CE 004 915

Sommer, Sharon L.  
Career Development Outreach Program Exemplary Project. Final Report.  
Maine Univ., Farmington. Center for Educational and Career Development.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.  
Pub Date 30 Jun 75

Note—46p.; Not available in hard copy due to marginal reproducibility of original document  
EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Education, \*Career Planning, \*Demonstration Projects, \*Outreach Programs, \*Post Secondary Education, \*Program Descriptions, \*Questionnaires, \*School Community Programs, \*Student Volunteers, \*Surveys, \*Vocational Development, \*Vocational Education

Identifiers—University of Maine Farmington  
The document is the final report of the career development outreach project. The project was designed to actively involve a systematic program of career education, dissemination of occupational information, and career guidance. The project was to make the target population (students, faculty, and staff at the University of Maine at Farmington and individuals referred by community agencies) cognizant of the career resources available to them when making career choices and also to encourage the target population to make their career decision based on realistic information. The functions (individual counseling, testing, placement, community service, group counseling, and resource library) of the center have been tested over the years and proven successful. Survey instruments, forms, and instructional material are appended. (KB)

ED 112 130 95 CE 004 916

Harrison, Grace F. Shay, Alyce W.  
Occupational Home Economics Curriculum Guide in Human Services.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.  
Pub Date [75]  
Note—197p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage  
Descriptors—\*Bibliographies, \*Child Care Occupations, \*Curriculum Guides, \*Geriatrics, Grade 11, Grade 12, \*Home Health Aides, \*Human Services, \*Learning Activities, \*Occupational Home Economics, \*Secondary Education, \*Skill Development, \*Vocational Education

Identifiers—Connecticut State Department of Education

The curriculum guide is an effort to help teachers plan and implement a course in human services. The program is designed for students in grades 11 and 12 who terminate their education after completion of high school. The course

prepares students for entry level skills as child care aides, geriatrics aides, or convalescent aides. The sections are organized as follows: overall topics, emphases, specific objectives, learning experiences, evaluation techniques, and resource materials. There are several suggested learning experiences under each general objective. (KB)

ED 112 131 95 CE 004 917

Priebe, Donald  
Farm Management Education Record Analysis Systems Research and Development Project. Final Report. Research Series No. 5.

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit; North Dakota State Univ., Fargo. Dept. of Agricultural Economics.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Nov 73  
Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—\*Adult Farmer Education, \*Agricultural Education, \*Developmental Programs, \*Farm Accounts, \*Farm Management, \*Management Information Systems, \*Program Descriptions, \*State Programs, \*Vocational Agriculture

Identifiers—North Dakota  
To extend the opportunity for increasing the management efficiency of North Dakota farmers, this program for aiding farm managers and operators was undertaken in July 1971. Objectives, activities, current status of the program, summary, and conclusions are outlined here. Objectives included designing and implementing a records system, providing technical assistance to teachers conducting local programs, and establishing a data bank of information concerning annual farm records in North Dakota. A flow chart of activities, preservice and inservice education for agriculture teachers, and the responsibilities of a State coordinator are outlined. In November 1973, nine schools in the State were conducting programs and estimates for 1974 enrollment indicate a substantial expansion. (MU)

ED 112 132 CE 004 918

Goldstein, Irwin L.  
Training: Program Development and Evaluation. Behavioral Science in Industry Series 2.

Pub Date 74  
Note—231p.  
Available from—Brooks/Cole Publishing Company, 10 Davis Drive, Belmont, California 94002 (\$5.95)

Document Not Available from EDRS

Descriptors—\*Educational Programs, \*Evaluation Methods, \*Instructional Programs, \*Learning, \*Program Development, \*Program Evaluation, \*Teaching Methods, \*Training Techniques, \*Transfer of Training

Written for students and practitioners who are interested in the systematic development and evaluation of training programs, the document presents a framework for examining current efforts and establishing new instructional programs in education, business, and government environments. Part 1: Assessment and Evaluation, six chapters, presents an instructional systems approach to development and evaluation of programs, and describes three necessary components for establishing an instructional program: (1) specifying objectives in relation to need-assessment, (2) establishing success measuring criteria, and (3) examining program validity and control exerted by experimental designs. Part 2: The Learning Environment, two chapters, examines the theoretical and empirical bases of learning, emphasizing basic as well as complex determinants of transfer of learning. Part 3: Instructional Approaches, three chapters, discusses a variety of training techniques in terms of program description, evaluation, and problem areas faced by the researcher and practitioner. Epilog, Instructional Programs: A Recapitulation lists three suggestions for future research activity: (1) the use of empirical measurement techniques to determine objective achievement, (2) the examination of combined technique approaches, and (3) the evaluation of programs through relevant multiple criteria. (LH)

ED 112 133 CE 004 919

Bennett, Cliff. Fal. And Others  
Comparative Studies in Adult Education: An Anthology. Occasional papers No. 44.  
Pub Date Aug 75

Note—257p.; Syracuse University Publications in Continuing Education  
Available from—Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, New York 13210 (\$9.00)

Document Not Available from EDRS

Descriptors—\*Adult Basic Education, \*Adult Education, \*Adult Education Programs, \*Anthologies, \*Bibliographies, \*Comparative Education, \*Program Descriptions, \*Research Methodology, \*State of the Art Reviews

Prepared to assist students and teachers, the document is a collection of 21 papers and a bibliography that have been screened for validity and usefulness at the Ontario Institute for Studies in Education. The papers, some being published for the first time, are arranged in four parts: (1) Overviews (two papers) discusses comparative education categorically and in broader terms of Canadian and African experience; (2) Methodology; General (six papers) defines philosophical, problematic, scientific, typological, and comparative approaches to comparative education; (3) Methodology: Specific to Adult Education (five papers) focuses on comparative education and its influence upon adult education through history, an analytical model, and cultural diffusion; (4) Examples of Application (eight papers) discusses simulation as a teaching method, four strategies for a comparative approach to continuing education, the Canadian Indian, societal and educational differentiation, educational values in a cross-national approach, and vocational training and higher education in the United Kingdom and France, Europe, Australia, and Canada. The bibliography lists 292 titles in English, French, and German which analyze or describe adult education in two or more countries. An introduction and initial paper examine current points of view. (LH)

ED 112 134 95 CE 004 920

Program and Curriculum Guide for Vocational Agriculture/Agribusiness in South Dakota.

South Dakota State Div. of Vocational Education, Pierre; South Dakota State Univ., Brookings. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [74]  
Note—159p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Agribusiness, \*Agricultural Education, \*Agricultural Occupations, \*Course Content, \*Curriculum Guides, \*Information Sources, \*Occupational Information, \*Off Farm Agricultural Occupations, \*Program Descriptions, \*Program Evaluation, \*Reference Materials, \*Resource Guides, \*Vocational Agriculture

The guide is designed for use by agricultural instructors, administrators, supervisors, school boards, and others who are involved in planning instructional programs for vocational agriculture/agribusiness education in high schools and adult education. Part 1 details information pertaining to the administrative aspects of program development, management, and evaluation. It discusses content areas, supporting areas of instruction, adult education, multi-district programs, and total career education in agriculture, that will prepare individuals for job entry and upgrade their occupational training. The process of evaluating such a program is outlined in detail. Part 2, about three-fourths of the document, deals with instruction and outlines, instructional content areas, and supporting areas in agricultural production: animal science; agronomic science; agricultural business management, economics, and marketing; agricultural supplies/services; agricultural mechanics; agricultural products; ornamental horticulture; agricultural resources; supervised occupation experience; and Future Farmers of America. For each it gives a list of examples of performance objectives, occupational titles, and content outline. It also gives lengthy lists of bibliographic sources, references, and instructional aids. Suggested lists of facility and equipment specifications and a sample four year program in vocational agriculture are appended in detail. (Author/EC)

ED 112 135 CE 004 921

Bulcock, Jeffrey W. And Others  
The Elm Study: A Statistical Description of the University and Labour Market Linkages of Three Cohorts of Memorial University of Newfoundland Graduates.  
Memorial Univ., St. John's (Newfoundland). Faculty of Education.

Pub Date Jan 73

Note—149p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Attitudes, \*College Graduates, Data Collection, \*Employment Experience, \*Graduate Surveys, Higher Education, Participant Characteristics, Questionnaires, \*Relevance (Education), \*Tables (Data)

Identifiers—Newfoundland

The document presents tabulations of data obtained by means of a 14-page questionnaire mailed to a random sample of 1960, 1965, and 1970 Memorial University of Newfoundland graduates, in 1972. Five hundred usable returns were obtained out of a potential 950, and information on biographic and demographic characteristics, career development, professional attitudes, and evaluation of the university and education was obtained. By using comparisons between the three cohort groups, answers to specific practical questions can be obtained regarding relevance of education to occupation, areas of educational irrelevance, difficulty of obtaining jobs upon graduation, financial support for degree training, job seeking patterns, and attitudes and values regarding educational, political, and social issues. Future use of the data in terms of analysis is planned and will include multivariate model building efforts to identify sociological and social psychological processes of the questionnaire population. Sampling design, research procedure, and findings are discussed and a reference list is provided. The questionnaire, followup letters sent, and 36 tables of data without verbal commentary are appended and make up the bulk of the document. (LH)

**ED 112 136**

CE 004 922

Miller, Larry E. Hinkle, Dennis

**A Study of the Exploratory Agriculture Programs in Virginia.**

Virginia Polytechnic Inst. and State Univ., Blacksburg, Agricultural Education Program.

Pub Date 30 Jun 73

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Agricultural Education, \*Curriculum Development, \*Educational Research, Junior High Schools, \*Program Evaluation, Questionnaires, \*School Surveys, State Programs, Statewide Planning, Tables (Data)

Identifiers—Exploratory Agriculture, \*Virginia

Lack of a curriculum guide, resource guide, and overall guidance prompted the State Agricultural Science and Mechanics Committee to survey the instructors of exploratory agriculture programs in the State in order to develop objectives, goals, and resource materials for the program. Opinions were sought from all of the teachers and supervisors concerning the nature of exploratory agriculture programs in Virginia and the teaching modules such a program should include. (Of those surveyed, 96 percent of exploratory agriculture programs are being implemented at the 6-8 grade level; 4 percent at the 4-5 grade level). A questionnaire was developed and mailed to the invited sample, and the data received from 27 usable returns were compiled and analyzed. Findings led to the following conclusions: (1) curriculum development is needed for the program, with written objectives, guides, and teaching materials; (2) a career education focus with guidance, counseling, and adequate record keeping is recommended; (3) with growth of the program, additional funding will be required; and (4) inservice as well as preservice will be needed for teacher training in the area of exploratory agriculture. (Author/MU)

**ED 112 137**

CE 004 925

Main, Ray E. Harrigan, Robert J.

**Computational Performance of Group IV Personnel in Vocational Training Programs. Final Report.**

Navy Personnel Research and Development

Center, San Diego, Calif.

Report No.—NPRDC-TR-75-23

Pub Date Feb 75

Note—31p.; For a related document, see CE 004 926

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Adult Basic Education, Course Descriptions, \*Course Evaluation, Individualized Instruction, Low Ability Students, \*Military Personnel, Military Training, \*Remedial Instruction, \*Remedial Mathematics, \*Teaching Methods, Test Results, Tests

Identifiers—Navy

The document evaluates Navy Group Four personnel gains in basic arithmetic skills after taking experimental courses in linear measurement and recipe conversion. Categorized as Mental Group Four by receiving scores from the 10th to the 30th percentile of the Armed Forces Qualification Test, trainees received instruction tailored to the level of their abilities and presented within a vocational context. Instruction in measuring linear dimensions was given to 26 Group Four trainees and recipe conversion was taught to 17 Group Four trainees and 23 Commissaryman personnel. All trainees worked individually and at their own rate, with test results showing Group Four personnel achieving proficiency in only some of the required skills. Concluding that mathematical learning capacities of Group Four personnel did not appear to be adequate for learning to perform typically required computational tasks of Navy enlisted men, despite experimental changes in coursework presentation, it is stated that the nature of the difficulties experienced by this group must be clarified before further improvement in training can be accomplished. Tabulation of test results is included and descriptions of mild test problems, the recipe conversion test, and the diagnostic mathematics quiz are appended. (LH)

**ED 112 138**

CE 004 926

Main, R. E.

**Computational Achievement of Group IV Trainees With a Self-Study Format: Effects of Introducing Audio, Withdrawing Assistance, and Increasing Training Time. Final Report.**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-75-11

Pub Date Sep 74

Note—42p.; For a related document, see CE 004 925

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Adult Basic Education, Audiovisual Instruction, Course Descriptions, \*Course Evaluation, Low Ability Students, \*Military Personnel, Military Training, \*Programed Instruction, Remedial Instruction, \*Remedial Mathematics, \*Teaching Methods, Test Results, Time Factors (Learning)

Identifiers—Navy

The document evaluates Navy Mental Group Four personnel gains in competency of basic communication and computational skills after taking the Practical Arithmetic Self-Study course. Categorized as Group Four by receiving scores from the 10th to the 30th percentile on the Armed Forces Qualification Test, trainees received instruction in computational skills up to a ninth grade level of difficulty through three techniques: audio instruction, minimizing direct assistance, and increasing time of study. Audio instruction techniques included reducing reading requirements and the visual complexity of presentation, with neither method improving test scores. Withdrawal of assistance and extension of training time were combined techniques that produced improvement in test scores. Less than half of the trainees involved in the study were able to achieve a ninth grade level, making their performance of typically required computational tasks of Navy enlisted men uncertain. More effective training approaches will have to be developed along with a determination of the nature of difficulties experienced by Group Four personnel. Tabulation of test results are included and the arithmetic operations quiz, attitude questionnaire results, and evaluation of audio techniques, and a sample of standard and audio versions of course material are appended. (LH)

**ED 112 139**

CE 004 927

**Careers in Industrial Sewing for the Apparel Manufacturing Industry: Teacher-Student Guide.**

American Apparel Manufacturers Association, Arlington, Va. Education Committee; Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Note—95p.; Photographs in text will not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Job Training, \*Needle Trades, \*Sewing Instruction, Study Guides, \*Teaching Guides, Trade and Industrial Education

Identifiers—\*Industrial Sewing

The teacher-student guide has been developed as a service to schools in an effort to help them

organize and operate meaningful courses in apparel manufacturing. For the school it furnishes practical information in implementing the course, such as facility design, equipment requirements, and teacher selection. For the teacher it provides a curriculum guide and instructional material. For the student it provides an interesting introduction to the industry, as well as an opportunity to learn skills that may lead to a career in the apparel industry. A systems approach to facilitate learning and motivate students to develop competencies in apparel manufacturing industry has been attempted. Individualized instructional procedure has been sequenced in eight illustrated units (apparel industry orientation, industrial sewing machine, machine operation, basic machine control, motion economy, basic industrial sewing operations, gauges and folders, and overview of other machine types) to aid students in developing skills and performing tasks required to become competent in a specific job or a series of industrial sewing jobs. The design includes concepts, instructional objectives, learning experiences, and evaluations based on task identifications and analysis. Information on suggested methods of instruction, teacher orientation, and requirements for establishing an apparel manufacturing course are appended. (Author/EC)

**ED 112 140**

95

CE 004 928

**Arkansas: Guidebook for Career Orientation.**

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 74

Note—418p.

**EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage**

Descriptors—Behavioral Objectives, \*Career Planning, Curriculum Guides, Grade 7, Grade 8, Grade 9, Instructional Materials, Job Application, Jobs, \*Junior High Schools, \*Occupational Clusters, \*Study Guides, \*Teaching Guides, Testing

Identifiers—Arkansas, \*Career Orientation

The guide book has been prepared to assist teachers with career orientation for grades seven, eight, and nine. There are two parts to each unit in the guidebook: (1) the teacher section consists of teacher objectives, suggested teaching activities, factors to consider, and references; (2) the student section consists of student behavioral objectives, a pretest, general information, and review questions. Units covered include: self-understanding for success in the world of work; general study of occupational clusters and exploring selected occupations; making a long range training plan; procedure for seeking, getting, and keeping a job; and a career and society. Suggested guidelines for speakers, a student personal data form, an outline for notetaking, a guide for occupational information, and an evaluation of teacher-pupil class activity are appended. (Author/KB)

**ED 112 141**

88

CE 004 930

Benedict, Mary And Others

**Orientation to Health Occupations: Curriculum Guide for Health Occupations, Phase 2.**

Nevada State Dept. of Education, Carson City. Div. of Vocational-Technical and Adult Education; Nevada Univ., Reno. Research and Educational Planning Center; Washoe County School District, Reno, Nev.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Contract—OEC-0-70-4782(361)

Note—37p.; For Phases 1 and 3 see CE 004 929 and CE 004 931 respectively; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Education, \*Curriculum Guides, Elementary Secondary Education, Health Occupations, \*Health Occupations Education, Nursing, \*Unit Plan

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The document outlines a curriculum designed to teach appropriate nursing skills to students and to prepare them for career opportunities available in health occupations. It is presented in 10 units offering basic information under the headings of:

overview of health occupations; communications; medical terminology; fundamental principles of human relationships and personal characteristics of health care workers; body systems; ethical practices and legal considerations for health care personnel; microbiology related to health and disease; care of equipment; safety factors in health care facilities; and nursing skills. Each unit states its particular objectives and is divided into several topics for learning. A bibliography of books and films is given arranged by topics; suggestions for field trips and possible speakers from different disciplines are listed. (EC)

**ED 112 142** CE 004 932  
Day, Gerald F.

**A Resource Guide for the Maryland Plan's Group Project and Line Production.**  
Maryland Univ., College Park. Dept. of Industrial Education.

Pub Date 75  
Note—72p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Charts, \*Educational Programs, Group Instruction, Industrial Arts, \*Industrial Education, \*Industrial Structure, Industrial Training, \*Junior High Schools, Occupational Information, State Programs, Vertical Organization

**Identifiers—Maryland, Organization Charts**  
This guide was developed for teachers who are using the Maryland Plan's group processes—the group project and line production methods. The guide is divided into four sections. The first section is an overview of the entire Maryland Plan. It describes the program which provides high school industrial arts students, from seventh grade through ninth grade, with a theoretical and practical understanding of the role of industry and technology. The second section contains information and examples of industrial personnel organization charts. It discusses organizational and content structure according to types of authority, project organization and management, and examples of organization charts. The third and largest section includes job descriptions and related information to define the various positions in a company's organization covering: the purpose of the job, responsibilities, and other typical titles for that position. This information is included because role playing is one of the primary learning experiences in the group processes. Information about industrial forms and materials are included in the last section. Form design, form control, form design checklist, and form references are given for the maximum promotion of manufacturing objectives. A bibliography is included. (Author/EC)

**ED 112 143** 95 CE 004 933  
**Pre Vocational Interdisciplinary Education: Consumer and Homemaking, Industrial Arts, Mathematics, 8th Grade.**

Devils Lake Public School District 1, N. Dak.; North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date [75]  
Note—65p.; Pages 53 and 55 have been removed because they were copyrighted

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Career Education, \*Career Exploration, Consumer Education, Curriculum Guides, Grade 8, \*Home Economics Education, \*Industrial Arts, Interdisciplinary Approach, \*Learning Activities, Mathematics Instruction, Prevocational Education, Secondary Education, Unit Plan

The guideline presents two 12-week courses involving an interdisciplinary, partly cocurricular, prevocational career exploration program in consumer and homemaking and industrial arts at the eighth grade level, and also a supplementary mathematics program. It is designed to give students an opportunity to explore occupations for themselves and to appreciate the occupations of people in both fields. The first part outlines a 12-week course in Home Economics and suggests activities in the following consumer and homemaking areas: food service careers, child care, clothing and consumer education, housing, employability, and self development. Each activity includes: purpose, objective, activities, materials, and evaluation. The 12-week Industrial Arts

course is intended to instill in the student an attitude and understanding toward tools, processes, techniques, and organization within the construction cluster. Activities in the following areas are described: safety, draftsman, employee-employer relationships, surveyor, heavy equipment, electrician, plumber, bricklaying and masonry, tools and equipment, and construction. Each suggestion includes purpose, procedure, and activities. The math program is designed to acquaint students with the uses of mathematics in all aspects of life using examples from home economics, construction, and family budgeting. (Author/EC)

**ED 112 144** CE 004 936  
Garner, C. William And Others

**Vocational-Industrial Teacher Education at the Pennsylvania State University: An Examination of Program and Student Characteristics.**

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Nov 74

Note—139p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Comparative Analysis, Educational Research, Teacher Certification, \*Teacher Education, \*Teacher Evaluation, \*Teacher Qualifications, Teaching Quality, \*Vocational Education Teachers, Work Experience

In the past a person with 12 years of work experience in an occupational skill to be taught was considered more desirable than a person with six years. The question of whether there is a correlation between the length of occupational experience as a valid indicator of the quality of the teacher is examined. There are two ways whereby a person with an occupational skill can become a vocational-industrial teacher: the traditional four-year baccalaureate program, and the certification program. Data were collected on the selected personal, professional, and academic characteristics of 63 students enrolled in the Penn State baccalaureate program, 129 students in the certificate program, 28 certificate holders, and 23 baccalaureate graduates. The procedures used in this study are described: the selection of population and sample, investigation of the characteristics, and data collection and computer analysis. Conclusions regarding the differences in the two programs are discussed. Research indicates that the number of years of occupational experience has little effect on the outcome of the trade competency examination and that the results of the trade competency examination cannot be used as a predictor for teaching or academic success. References and the format used are appended. (EC)

**ED 112 145** 95 CE 004 937  
**Career Development Education Planning Model: K-12: Including the Fourth R.**

Anchorage Borough School District, Alaska.

Spons Agency—Alaska State Dept. of Education, Juneau. Div. of Vocational Education; Office of Education (DHEW), Washington, D.C.

Note—59p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Career Awareness, \*Career Education, Career Exploration, Community Involvement, Decision Making, \*Educational Planning, \*Elementary Secondary Education, Interpersonal Relationship, Job Skills, Leisure Time, \*Models, Self Concept, State Curriculum Guides, \*Vocational Development, Work Attitudes

**Identifiers—Alaska**

The Alaskan career development education program is a joint school/community systematic approach that provides career awareness in grades K-6, career exploration in grades 7-9, and career preparation in grades 10-12. Some significant reasons for a career development program in Alaskan schools include the very high State unemployment rate, the emergence of native regional and village corporations which require staffing, and the special needs of ethnic minorities. The main areas of the planning model are (1) work, (2) leisure, (3) planning and decision making, (4) home and community involvement, (5) basic studies and occupational preparation, and (6) self-knowledge and interpersonal relationships. A set of concepts, clarifying and defining each area, is further translated into developmental goals, objectives, and activities for Level

One (grades K-3), Level Two (grades 4-6), Level Three (grades 7-9), and Level Four (grades 10-12). (EA)

**ED 112 146** CE 004 939

Tuttle, Thomas C. And Others

**Dimensions of Job Satisfaction: Initial Development of the Air Force Occupational Attitude Inventory. Interim Report, 1 July 1972-30 June 1974.**

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Report No.—AFHRL-TR-75-1  
Pub Date Jun 75

Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Attitude Tests, Career Choice, Job Satisfaction, \*Military Service, \*Occupational Tests, Rating Scales, \*Test Construction  
**Identifiers—\*Air Force Occupational Attitude Inventory**

The report describes the initial development of the Air Force Occupational Attitude Inventory. From a selective review of studies that ascribed to a multi-faceted approach, several categories or content areas were identified. An extensive item pool was prepared and reviewed by judges to provide information regarding item-category agreement, item ambiguity, and item redundancy. The revised version of the inventory consisted of 348 items distributed across 35 facets. An eight-point bi-polar rating scale without a neutral point was developed for rating the items. Details regarding the final version of the inventory booklet, suitable for administration to airmen, are provided. The entire listing of 348 items and descriptions of the 35 categories are included in the report for possible use of other researchers. Subsequent actions and future uses of the Occupational Attitude Inventory are discussed. Fifteen pages of the report consist of supplementary appendices. (Author)

**ED 112 147** CE 004 940

Mayo, Clyde C. And Others

**Evaluation of the Job Inventory Approach in Analyzing USAF Officer Utilization Fields. Final Report, 19 June 1972-28 July 1974.**

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Report No.—AFHRL-TR-75-22

Pub Date Jun 75

Note—88p.; Report prepared and submitted by Lifson, Wilson, Ferguson and Winick, Inc., Houston, Texas

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Job Analysis, \*Military Service, Occupational Surveys, \*Officer Personnel, Questionnaires, Tables (Data), \*Task Analysis  
**Identifiers—\*Air Force**

The purpose of the study was to evaluate and improve the job inventory method of job analysis as applied to officer positions. Seven utilization fields were analyzed and inventories were constructed for another three fields. The basic finding was that the inventory method can be used operationally in the analysis of officer jobs if job analysts use specific approaches to task statement construction and if more front-end research than is usually needed for airman job inventories is performed prior to the finalization of a job inventory. No magic formulas for the construction of task statements exist; however, after heavy front-end work, the job analyst will obtain enough information to resolve the issues of task specificity and breadth of coverage for each utilization field on an individual basis. The report contains 30 statistical tables. (Author)

**ED 112 148** CE 004 941

Guinn, Nancy

**Identification of Service Irritants: Australia, Canada, United Kingdom, and United States.**

Air Force Human Resources Lab., Brooks AFB, Texas; Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AFHRL-TR-75-52

Pub Date Jul 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Comparative Analysis, Enlisted Men, Foreign Countries, \*Job Satisfaction, \*Military Personnel, \*Military Service

**Identifiers—Australia, Canada, Great Britain**

Negative aspects concerning military career and service life can have widespread effects in



many aspects of the military personnel system. Areas of irritants in the military service discussed, involving Australia, Canada, U.K., and the U.S., are the following: negative aspects of service life, sources of job satisfaction in the military service, and factors related to the termination of service. Identifying these negative aspects would lead to an understanding of the problem viewed by servicemen as irritants in their military career and popular misconceptions of the military service. Deterrents for enlistment motivation in Australia and the U.K. were identified as inadequate monetary compensation and the service term required. Common negative aspects of military service life include dissatisfaction with pay, problem of family separation, and inconveniences of changing stations. Sources of job dissatisfaction among personnel is the performance of duties not directly related to their specialized areas. Military rules and regulations account for the problem of turnover in military service. A bibliography is appended. (EC)

**ED 112 149** 95 CE 004 942

Ryan, T. Antoinette

Hawaii Career Development Continuum, K-14. Final Report.

Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Hawaii State Dept. of Education, Honolulu.

Bureau No.—V361021L

Pub Date 30 Jun 75

Grant—OEG-0-73-2912

Note—236p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—\*Career Education, Educational Programs, \*Elementary Secondary Education, \*Inservice Teacher Education, Manuals, Program Evaluation, Program Improvement, Tables (Data), Teacher Workshops, \*Test Construction, \*Tests

Describing the third phase of a three-phase project designed to provide Hawaiian students with career education programs, the document focuses on training school personnel in implementing career development into existing curriculum and developing instruments for assessing student growth in career development. Inservice training was received by 286 participants in seven, separate, two-day workshops which were activity-oriented. Tests, developed for grades three, six, nine, and twelve, measure achievement categories of self-realization, economic efficiency, civic responsibility, and social relationships. Test design incorporates ease of administration and scoring, with provisions for student questions. Pilot testing occurred at each grade level and teacher evaluation was received. Recommendations for future training programs include a two level approach with careful selection of advanced level participants, and the involvement of administrators, counselors, and community representatives. Testing recommendations include data analysis, lower level test administration to low reading ability students, and incorporating tests into counseling and classroom situations. The outside evaluator, though critical of the program in many aspects, found it did meet its inservice training goals. Sixty two figures and tables are included; a list of advisory committee members, sample workshop agenda, and the tests and administrator manuals for each grade level are appended. (LH)

**ED 112 150** CE 004 943

Agribusiness and Natural Resource Education. [10 Curriculum Guides].

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Pub Date 73

Note—467p.

Available from—Information and Public Services Section, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (\$5.00)

**EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage**

Descriptors—\*Agribusiness, Agricultural Engineering, Agricultural Supply Occupations, Agronomy, Animal Science, \*Career Education, Conservation Education, \*Curriculum Guides, Farm Management, Horticulture, Learning Activities, \*Natural Resources, Off Farm Agricultural Occupations, Reference

Materials, \*Secondary Education, Work Experience Programs

The packet of 10 curriculum guides, intended to aid in planning and developing materials for the introduction of agribusiness and natural resource education, can be used in statewide educational programs. The guides are appropriate for all levels from elementary to vocational schools and community colleges, although emphasis is on the secondary level. The 10 curriculum guides include the following: (1) agribusiness and natural resource education, (2) animal science, (3) agronomic science, (4) agricultural mechanics, (5) farm business management, (6) agricultural supplies and services, (7) agricultural products processing and distribution, (8) horticulture, (9) agricultural resources and conservation, and (10) occupational experience in agriculture. Each contains units and problem areas for each topic plus appropriate competencies and learning activities. No indication of the level of instruction is made since the agribusiness and natural resource education guide provides this information. In each of the 10 guides is a list of references with sources of references and instructional aids for the nine topic areas. (LJ)

**ED 112 151** 95 CE 004 944

Dutton, Donnie

Statistics Supporting the Need for Public School Adult Education in the United States with Emphasis on the Southwest Region.

Arkansas Univ., Fayetteville; Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Note—216p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—\*Academic Achievement, Adult Literacy, \*Adults, \*Census Figures, \*Educational Experience, \*Tables (Data)

Identifiers—Arkansas, Louisiana, New Mexico, Oklahoma, Region 6, Texas, United States

Presenting demographic information on educational achievement in the Southwest region, and, by comparison, the entire United States, the document serves as a resource instrument for those planning educational programs to alleviate adult illiteracy. Information is based upon the 1970 Census and is divided into six chapters which deal individually with data pertaining to the States of Arkansas, Louisiana, New Mexico, Oklahoma, Texas, and the United States. Each chapter provides data regarding the educational level of adults 25 years of age and over in summary, by race, within each race, by Spanish language or surname, within each county, by county, and eligibility for Public School Adult Education. Educational attainment by race, and within each race, using 1960 Census data, is also included, as well as the educational level of those 16 years of age and older who are not enrolled in school. Data are given in table form, without verbal commentary. (LH)

**ED 112 152** CE 004 945

Eyster, George W.

Recruiting Disadvantaged Adults. Library Service Guide No. 12.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date May 75

Grant—OEG-0-73-5341

Note—40p.; For related document, see CE 004 946

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Educationally Disadvantaged, \*Library Extension, Library Services, \*Outreach Programs, \*Public Libraries, \*Recruitment

Identifiers—Library Users

Designed as a guide for public library administrators and personnel, the document suggests ways to recruit new library users from the disadvantaged adult population. Libraries interested in recruitment are assumed to already have materials for the disadvantaged that include easy to read adult content materials, audio-visuals, outreach services, and dialogue with community organizations. The guide is divided into the following parts: (1) Recruiting the Disadvantaged discusses the varying needs of sub-groups within the disadvantaged population and effective ways of approaching each group, (2) Ways of Recruit-

ing explores methods in which the library uses direct contact with the disadvantaged as well as working through community organizations, (3) Recruiting Disadvantaged Adults: Some Suggestions For Interagency Cooperation explores ways the library can work with agencies and organizations, and (4) Suggested Readings lists 43 titles. The handbook is based on the assumptions that undereducated adults, those over 16 without a high school diploma, need information and services to help solve daily problems which the public library can provide, and the subsequent expansions of materials and services aimed at this group would be useful to other adults as well. (LH)

**ED 112 153** CE 004 946

Way, Max Moore, Sharon

Helping Adults Learn: A Handbook for Home Instruction Paraprofessionals in Adult Basic Education.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date Jul 75

Note—65p.; For related document, see CE 004 945

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Adult Basic Education, Adult Counseling, Adult Students, \*Home Instruction, Home Programs, Individual Characteristics, Instructional Materials, Manuals, Recordkeeping, Recruitment, Resource Materials, \*Subprofessionals, \*Teacher Education, Teaching Methods

Identifiers—\*Paraprofessional Personnel

Designed as a training and reference manual for instructors and their administrators in Adult Basic Education (ABE) home instruction programs, the handbook is based upon experience in six projects in Ohio and Kentucky. Adults receiving home instruction are functionally illiterate and, through a combined lack of transportation, child care, clothing, and self-confidence, find traditional ABE programs unattainable. Six sections present: (1) The Home Instructor—Getting Ready for the Job, discussing qualifications, qualities, duties, resource personnel and learning center functions, and preservice training; (2) The Undereducated Adult, discussing group characteristics; (3) Recruiting and Enrolling Clients, discussing techniques for identifying and contacting potential clients; (4) Instructing and Counseling Clients, covering diagnosis and prescription, placement, methods of testing and instruction, counseling, parent education, and possible problems; (5) Materials, suggesting types of materials and their effective use; and (6) Record keeping, discussing areas of importance, ways of holding data, and its effect upon ABE programs. Tests for initial placement and formal diagnosis and where to get them, a basic set of instructional materials and their publishers, a list of materials selected from "Everyday Survival Information: What You Need and Where to Get It," and instructor forms are appended. (LH)

**ED 112 154** CE 004 947

Hoffman, Jonathan

The Guide to Vocational Education in America: Trends to 1978.

Market Data Retrieval, Westport, Conn.

Pub Date 75

Note—216p.

Available from—Market Data Retrieval, Inc., 800 Boston Post Road East, Westport, Connecticut 06880 (\$40.00)

**Document Not Available from EDRS**

Descriptors—Educational Finance, Educational Needs, Educational Objectives, Educational Programs, Enrollment Projections, Expenditures, State Federal Aid, \*State Programs, Student Enrollment, Tables (Data), \*Trend Analysis, \*Vocational Education

The continued growth of vocational education has set new trends in the field of American education over the past decade. Its growth can be attributed to government action to reduce unemployment and job immobility. Vocational education is an important aspect in State planning; each State is required by the Vocational Education Amendments of 1968 to submit an annual

plan to the U. S. Office of Education. State goals for vocational education and plans for construction and renovation of vocational/technical education facilities for 1978 are presented in capsule form. An analysis and tabulation of the trends in enrollments and expenditures in vocational education is presented in three sections: vocational education at the secondary, postsecondary, and adult levels; expenditures for vocational education; and growth prospects for enrollment in vocational education. A description of key priorities for vocational education is divided into four sections: matching education to manpower needs with projections to 1978, consumer and homemaking education, services to the disadvantaged and handicapped, and cooperative vocational education. The methodology used in the projection for 1978 and a special supplement on enrollments in unofficial vocational education courses are appended. (EC)

ED 112 155 CE 004 948

*Roby, Pamela Ann*  
Vocational Education and Women.  
Pub Date May 75

Note—63p.; Page 21 is missing

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage  
Descriptors—\*Educational Needs, Federal Legislation, \*Females, Occupational Guidance, Sex Discrimination, \*State of the Art Reviews, Vocational Counseling, \*Vocational Education, \*Womens Education

The increasing popularity of vocational education has helped to prepare both men and women in learning the skills of different trades. However, women's position in learning better trade skills has been hindered by institutional barriers in vocational education training for technical jobs, the trades, and industry. Few studies have been made pertaining to the roles and needs of women in vocational education. Barriers confronting women seeking vocational education include: admission to vocational education courses, which often separates programs and courses by sex in high schools and, in postsecondary programs, the lack of publicity about vocational education programs for adult women; enrollment in postsecondary education programs, hindered for many women by the problems of school location and child care; instruction methods, which tend to produce female stereotypes and where women are barely represented in the administrative levels; and the lack of counseling for women in curriculum and career choices. Improvements in job training for women and guarantees of equity in vocational education should focus on the following areas: Federal laws; Federal, State, and local educational policies and practices; and research and development. An outline of the Vocational Education Amendment of 1968 and 83 notes and references are appended. (EC)

ED 112 156 CE 004 960

*Long, Thomas E. And Others*

Determination of the Basic Mathematics Skill Needs and the Need for Mathematics Remediation for Secondary Vocational Education Students.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Apr 73

Note—150p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Basic Skills, Educational Assessment, Educational Needs, Relevance (Education), \*Remedial Mathematics, Secondary Education, \*Secondary School Mathematics, \*State Surveys, \*Student Needs, Tables (Data), Teacher Response, \*Vocational Education  
Identifiers—Pennsylvania

On an optical scanning survey form listing 66 basic mathematics skills, all secondary vocational teachers in Pennsylvania were asked to identify mathematical skills essential to success and skills in need of remediation for their specialties. Of 4,839 forms sent out, data from 3,404 yielded the 122 tables (121 pages) of findings arranged according to 61 specialties in the general areas of trade and industrial, technical, agricultural, home economics, business, and distributive education occupations. Two tables for each specialty are presented, ranking the skills according to essentiality for success and according to teacher perceived need for remediation. For each skill, the

rank earned, the number of teachers responding to the item, and the percentage of the group establishing the rank are reported. Pooled rankings of essential and remedial skills are also shown for each vocational area. Every skill is found high in either or both the essentiality or need for remediation rankings. These findings indicate much variation and suggest the need for remediation in all basic mathematics skills. Several implications for using the data to personalize mathematics skill development are stated. A 12-item reference list, sample inventory form, and a vocational specialties list conclude the report. (MS)

ED 112 157 CE 004 961

*Kottman, Roy M. Geyer, Richard E.*

Professional Manpower and Bachelor's and Graduate Enrollment and Degrees in Agriculture and Natural Resources: Projections to 1980 for the United States and Ohio.

Ohio State Univ., Columbus. Coll. of Agriculture and Home Economics.

Pub Date Jan 74

Note—171p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Agriculture, Employment Projections, Employment Statistics, Employment Trends, \*Enrollment Projections, Higher Education, \*Manpower Needs, National Surveys, \*Natural Resources, \*Professional Personnel, State Surveys, Tables (Data), Trend Analysis  
Identifiers—Ohio, United States

The comprehensive study, based on 1970 census data and other recent information from a variety of sources, provides assessment of trends and a projection of future States as well as the State of Ohio. Besides meeting the primary end objective of providing a basis for projecting enrollment needs in agriculture and natural resources in the College of Agriculture and Home Economics at Ohio State University, the study statistically reveals to decision-makers and to the public "that the number of professional personnel in agriculture and natural resources has been increasing rapidly and can be expected to continue to increase in the foreseeable future." Data are presented in 73 tables which are categorized in seven main sections: (1) Total College-Educated Manpower, and College Enrollments and Degrees (United States); (2) Scientists and Engineers and Degrees (United States); (3) Science and Engineering Doctorates (United States); (4) Trends in Agriculture and Natural Resources (United States); (5) Professional Manpower in Agriculture and Natural Resources (United States); (6) Enrollment and Degrees, Agriculture and Natural Resources (United States); and (7) Selected Professional Manpower Trends and Enrollment and Degrees, Agriculture and Natural Resources (Ohio). (EA)

ED 112 158 95 CE 004 975

*Willis, Larry*

Developing Career Education in the Small, Rural School. Report Number 4.

Milford Public Schools, Nebr.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education; Office of Education (DHEW), Washington, D.C.

Note—50p.; Not available in hard copy due to marginal reproducibility of the original; For related documents, see CE 004 971-974

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Articulation (Program), \*Career Education, Curriculum Development, Educational Finance, Inservice Education, Models, Preservice Education, \*Program Development, \*Rural Education, School Community Relationship  
Identifiers—Nebraska (Milford)

The publication provides the basic steps and insights to developing a philosophy of career education. It provides change agents within local schools with the background and results of the program developed in Milford, Nebraska. The publication is separated into two parts; they are: (1) position statements and philosophy, and (2) principles and practices in developing career education. A community resource survey instrument, a program articulation instrument, a sample newsletter, and a list of commercially prepared career education materials are appended. (KB)

ED 112 159 95 CE 004 977

Research and Development Project in Career Education. Final Report.

North Dakota State Board for Vocational Education, Bismarck.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—V261005L

Pub Date 13 Nov 73

Grant—OEG-0-72-1111

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Career Education, Developmental Programs, Job Placement, \*Occupational Guidance, Program Development, Questionnaires, \*Secondary Education, \*State Programs, Statewide Planning, \*Vocational Counseling

Identifiers—Career Guidance, \*North Dakota

The final report of a project to implement a career education guidance and placement program in the school of North Dakota covers the period of time from February 1972 to November 1973. The goals and objectives of the project include improving the guidance and counseling services to all North Dakota high school students; establishing placement services, occupational resource center, and a guidance program for dropouts; and developing a model vocational guidance program with occupational exposure and orientation experiences for secondary students. Procedures that were followed, results and accomplishments, evaluations, and conclusions and recommendations are given. Appendixes contain instruments used in the job placement program, the day-on-the-job program, and the followup program. (MU)

ED 112 160 95 CE 004 978

*Gentry, Don*

New Albany-Floyd County Career Education Project: Final Report.

New Albany - Floyd County Consolidated School Corp., Ind.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational Education, Indianapolis.

Bureau No—V36102-4L-FR

Pub Date 30 Jun 75

Grant—OEG-0-73-2981

Note—102p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Career Education, Class Activities, Community Resources, County School Systems, Educational Programs, \*Elementary Secondary Education, Guidance Programs, Integrated Curriculum, Learning Activities, \*Program Descriptions

Identifiers—Indiana (Floyd County), Indiana (New Albany)

To integrate educational efforts with the objectives of career education, 25 schools from the New Albany-Floyd County (Indiana) School Corporation initiated a program to introduce career education in all the grade levels (1-12). Specific objectives and goals for the career center, students, staff, and community are stated. The major phases and implementation schedule for elementary and secondary career education programs for 1973-74 are described and related to the results, accomplishments, and evaluations of major activities of these phases. Career education activities utilized community resources at the elementary level. For the secondary level the focus was on career clusters as a means to implement career education. Secondary guidance departments were also involved in career education. A 43-page summary addendum describes in detail research and development activities in career education for the elementary and secondary programs for 1974-75. Appendixes include materials related to the career education activities and a self-image inventory. (EC)

ED 112 161 95 CE 004 979

*Dickson, Elizabeth*

A Sheltered Work Experience Centered Vocational Curriculum for Low Achieving Students. Final Report.

Sylacauga City School System, Ala.

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Vocational Education; Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Oct 73

## 42 Document Resumes

Note—234p.; Appendixes B and Q have been deleted due to the nonreproducibility of the originals

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**  
**Descriptors**—Attitude Tests, Compensatory Education Programs, Developmental Programs, \*Disadvantaged Youth, \*Dropout Prevention, Instructor Coordinators, Low Achievers, Part Time Jobs, Program Attitudes, Program Evaluation, Secondary Education, \*Service Occupations, Sheltered Workshops, Student Testing, \*Vocational Counseling, \*Work Experience Programs

**Identifiers**—Alabama (Sylacauga)

The purpose of the Sylacauga, Alabama, exemplary program, reported for the period from July 1, 1970 to June 30, 1973, was to demonstrate practices found effective for working with socioeconomically disadvantaged and other dropout-prone students. Program objectives were to provide: (1) student counseling services to help appraise interests, aptitudes, and skills in relation to occupational preferences; and (2) a sheltered work experience vocational curriculum with vocational counseling services to assist students in developing entry level skills for commensurate occupations. Inservice training was conducted and programs developed in five areas: grounds keeping and landscaping, janitorial and custodial, domestic, food service, and maintenance service for building and equipment. The programs centered around work experiences at work stations provided by the school system. Combined with the vocational instruction was a compensatory program in basic communication skills, reading, and mathematics as needed for the jobs. More than half of the students also held part-time jobs, some of them in their areas of study, and earnings from the jobs contributed to students' improved attitudes. Appended materials comprise over half of the document and include: newspaper articles, participant responses, supervisor's checklist, list of project developed materials, resource bibliography, attitude tests, and project budget. (MF)

**ED 112 162** **CE 004 980**

**A Programmed Enterprise Analysis Teaching Guide for Selected Farm Enterprises in North Dakota: Prepared as Part of the Farm Management Education In-Service Workshop.**

North Dakota State Board for Vocational Education, Bismarck.; North Dakota State Univ., Fargo. Dept. of Agricultural Education.

Report No.—EPDA-001-75

Pub Date Aug 74

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—Adult Farmer Education, \*Agricultural Education, \*Evaluation Methods, \*Farm Management, \*Teaching Guides

The series of programmed teaching guides for the enterprise analysis of selected enterprises was prepared by the participants in a Farm Management Education In-Service Workshop at North Dakota State University. The guide should be useful to teachers of adult Farm Management classes in helping to teach farmers to make a thorough analysis of the particular enterprise under study. Each of the 10 units is presented in a question and multiple answer format showing how to evaluate the enterprise and how to determine what changes should be made to increase its effectiveness. The following topics are covered by the workshop participants for enterprise analysis: alfalfa hay, corn, oats, sunflower production, wheat, beef breeding, dairy, feeder cattle, complete hog enterprise, and hog finishing enterprise. The guides are keyed to a textbook on Farm Business Analysis used in the North Dakota Farm Business Management Educational Program. (Author/EC)

**ED 112 163** **CE 004 981**

**Miller, Larry E.**

**A Five-Year Follow-Up Study of the Non-Teaching Agricultural Education Graduates—1968-73.**  
 Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.

Pub Date Jul 74

Note—42p.; Figure 3, a map, may not be completely legible in microfiche

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Agricultural Education, \*Graduate Surveys, \*Job Satisfaction, Teacher Employment, Teacher Motivation, \*Teacher Persistence, \*Vocational Agriculture Teachers, Work Attitudes

To determine the reasons why graduates of agricultural education do not enter the profession, or chose to leave it after a period of time, a mailed questionnaire survey was conducted on agricultural education graduates from Virginia Polytechnic Institute and State University from 1968-73. Twenty-four non-teaching graduates were identified and surveyed and 17 responses were gained (71 percent). Personal, educational, and work-related data are tabulated and an analysis of the results is also presented. A wide variety of reasons are given for not entering the profession. The predominant factors were: to secure more personal freedom, to secure a higher salary, to improve their family situation, and to get away from too much red tape. The writer suggests that the report provides important input for teacher educators and those associated with the preparation of teachers of agricultural education in the technical agricultural subject areas. Selected references are given. The questionnaire and letters used in the survey are appended. (Author/EC)

**ED 112 164** **CE 004 982**  
**Indiana Career Resource Center: Annual Report: 1974-75.**

Indiana Univ., South Bend. Indiana Career Resource Center.

Pub Date [75]

Note—207p.; Portions of Appendix N may not be completely legible in microfiche; Not available in hard copy due to paper color of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Annual Reports, \*Career Education, Educational Development, \*Educational Programs, Educational Resources, Letters (Correspondence), Questionnaires, \*Resource Centers, Resource Materials, Teaching Techniques

**Identifiers**—Career Information Centers, \*Indiana

The report presents an account of the activities and progress of the Indiana Career Resource Center in its sixth year as a source of ideas and programs for educators developing their own career education programs. It documents the services offered: (1) inservice and preservice training of classroom teachers, student teachers, counselors, administrators, and school board and community members in the concepts and involvement of a career education program; (2) editing and producing media to assist educators, including a career education specialty training directory; (3) developing contacts in the local community and becoming involved with local projects as a means of piloting ideas that could be duplicated in other settings (women's career center, career guidance institute, life planning, conference telephone use in career education) and career development workshops for the Comprehensive Employment and Training Act (CETA). An evaluation and the implications of the effectiveness of these services are given. Four-fifths of the report consists of appended material: a list of consultations, occupational information class evaluation, public relations brochure, film descriptions, career digests, CETA workshop materials, material loan list, feedback form and comments, "People in Careers" evaluation form, conference telephone evaluation forms, career guidance institute questionnaire, letters, and newspaper clippings. (Author/EC)

**ED 112 165** **95** **CE 004 984**

**Rural-Small Urban Demonstration: Volume 2: Part 1: Final Report.**

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—V0007VA

Pub Date Jul 75

Grant—OEG-0-73-5212

Note—123p.; Due to marginal reproducibility, the following portions of this document have been removed: Pages 72-4, Appendix A, Appendix C, and Appendix N

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Adult Basic Education, Adult Education Programs, Community Characteristics, \*Community Education, Community Involvement, \*Community Programs, \*Demonstration Programs, Educational Objectives, Program Administration, \*Program Descriptions, Pro-

gram Development, Program Planning, Student Characteristics  
**Identifiers**—Appalachia, Appalachian Adult Education Center

Developmental procedures, background information, alternatives, and results of four demonstration community education programs established by the Appalachian Adult Education Center are presented in the document. Community educational programs sponsored by the Appalachian Adult Education Center, its educational objectives, and a discussion of the population and geographic area of Appalachia are summarized. General methodology for setting up new programs is discussed, and includes the identification of community needs and resources and their contribution to the program, planning sessions, written agreement of objectives, and the leadership of an outside person. The four sites are (1) Scioto Valley Local School District, Piketon, Ohio; (2) Ashland City Schools, Ashland, Kentucky; (3) Owensboro Public Schools, Owensboro, Kentucky; and (4) Montgomery County Community Schools, Montgomery County, Kentucky. Individual organization, cost, activities, community background, and program effectiveness are discussed. Each program contains home study components and offers aspects of a family learning center, including basic academic skills concentrating on the ABE and GED tests, parent education, and career education. Tables and maps supplement the discussion. Preplanning information sheets, an agenda for a two day workshop, and program related material from Ashland, Montgomery County, and Owensboro are appended and constitute about one-fourth of the document. (LH)

**ED 112 166** **CE 004 986**

**Park, Theresa**

**Occupational Shortages Reporting System, Forecasting Model and Correlation Analysis.**

Texas State Technical Inst., Waco.

Pub Date Jul 75

Note—134p.; Revision of ED 106 486

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Computer Programs, Data Analysis, Employment Patterns, \*Employment Projections, \*Employment Trends, Job Market, Labor Market, \*Mathematical Models, Prediction, Predictive Validity, Technical Education, \*Technical Occupations, Vocational Education  
**Identifiers**—Texas

The report presents a computer model for forecasting occupational shortages into the near future based on occupational data reported monthly by the Texas Employment Commission for the period January 1970 to July 1975 and on job openings listed in classified want ads from September 1974 to July 1975. The report describes the methodology of the occupational shortages forecasting model and the equations used in the model (least squares method), and describes the features of the computer program with respect to input requirements, computing sequence, and output descriptions. The model predicts occupational shortages by extrapolations of the calculated linear forecasting equations which approximate the nonlinear occupational data. The correlation analysis which shows (1) how well the forecasting line represents the actual data points and (2) the reliability of the prediction is also included. Appendix A of the report (78 pages) presents computer graphical representations of the forecasting model as it applies to 76 technical occupational areas covered in the various departmental course offerings of the James Connally Campus of Texas State Technical Institute. Appendix B (eight pages) provides the computer program of the forecasting model. (JR)

**ED 112 167** **95** **CE 004 987**

**Career Education: Windsor Northwest District Dissemination Project.**

Windsor Northwest School District, Rochester, Vt.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.

Pub Date 2 Jul 73

Grant—OEG-0-72-0087

Note—67p.; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**



**Descriptors**—\*Career Education, \*Catalogs, City Wide Programs, Developmental Programs, Elementary Secondary Education, \*Instructional Materials, \*Integrated Curriculum, \*Learning Activities, Resource Materials, Teacher Developed Materials, Vocational Development. The document offers a brief history of the Windsor, Vermont career education project, lists project activities, catalogs and critiques project materials, and makes recommendations for future planning. A 34-page section presents a sampling of the school district's career education activities, offering the activity title, grade level, goal/concept, subject area, objectives, description of activity, resource materials, evaluation, and recommendations. The concluding section (27 pages) consists of a catalog and critique of materials used in the project. It offers a tabulation of guidance components, commercially and teacher-prepared audiovisual and printed materials as well as commercially and teacher-prepared kits, games, and other career related materials. In all cases, the catalogue lists title, grade level, source or supplier, and evaluative comments. (MW)

**ED 112 168** 95 CE 004 988  
Rawson, Wilbur

**An Exemplary Program in Occupational Education in Typical Kansas Rural, Rural-Urban, and Urban Settings. Final Report.**

Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-361-0089-FR

Pub Date Jun 73

Grant—OEG-0-70-5179

Note—420p.; Not available in hard copy due to marginal reproducibility; For related document, see ED 067 454

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Career Education, Curriculum Development, Demonstration Programs, \*Developmental Programs, \*Program Descriptions, \*Program Evaluation, Rural Education, State Programs, \*Statewide Planning, Urban Education, Vocational Education

**Identifiers**—\*Kansas, Kansas (Clay Center), Kansas (Kansas City), Kansas (Lawrence)

The final report, covering the time period from January 1, 1971 to June 30, 1973, summarizes an exemplary program to introduce career education into three Kansas project sites: Kansas City, Clay Center, and Lawrence, which are representative of the schools in the State. Individual reports from the project sites and from the cooperating State university are included. Goals and objectives, procedures, results and accomplishments, and an internal evaluation are detailed. Recommendations concern funding, teacher training, curriculum revision, job entry training, counseling, provisions for added evaluative devices, and added dissemination of career education to students, parents, and community. (MU)

**ED 112 169** 95 CE 004 997  
**A Comprehensive Vocational Education Program for Career Development in Grades K-14: Appendix. Final Report.**

Pinellas County District School Board, Clearwater, Fla.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—BR-V-2610181

Pub Date 30 Jun 73

Grant—OEG-0-72-0735

Note—323p.; For report, see CE 004 614. Some pages removed because they would not reproduce in microfiche; remaining pages are the best copy available

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors**—\*Career Education, Contracts, County Programs, \*Elementary Secondary Education, Evaluation Methods, Instructional Materials, Letters (Correspondence), \*Measurement Instruments, Occupational Information, Program Evaluation, Questionnaires, Reports, Vocational Development, Vocational Education

**Identifiers**—Florida (Pinellas County)

The document is a compilation of Pinellas County Comprehensive Career Education Project materials consisting of 13 appendices covering the following topics: contracts (34 pages), an

evaluation sheet (1 page), media reports on the project (11 pages), a school principal's questionnaire (2 pages), 26 product evaluation instruments (99 pages), product evaluation scoring keys (8 pages), copies of critical correspondence (41 pages), organization charts and job descriptions (12 pages), a list of steering committees members (4 pages), quarterly reports (39 pages), an explanation of the counselor/occupational specialist/teacher team (10 pages), a list of career activities (24 pages), an evaluation checklist, and the project's career education resolution (2 pages). (BP)

**ED 112 170** 95 CE 004 998  
**Directory of Task Inventories: Volume 2.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-74-1671

Note—109p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Directories, \*Occupational Information, \*Task Analysis, Vocational Education

**Identifiers**—\*Task Inventories

The directory of task inventories (listings of activities performed by workers on their jobs) contains bibliographic entries for 171 documents published by State educational and employment service agencies, occupational curriculum laboratories and research coordinating units, branches of the Armed Forces, selected private research and development agencies, university graduate research departments, Federal agencies, and private industry. For each entry the directory provides: accession number, title, author (personal and corporate), publication date, number of pages, sponsoring agency, occupational area or job title of listed tasks, number of tasks listed, and availability information. (All documents for which publication dates are provided were published since 1963.) In addition, the directory provides a job titles/occupational areas index and an author index (personal and corporate). Finally, it lists, provides similar bibliographic information for, and indexes by authors' names 18 selected general references. (JR)

**ED 112 171** CE 004 999  
Kempfer, Homer

**Private Home Study Schools in Illinois.**

Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date Jun 73

Note—114p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Correspondence Schools, Directories, \*Educational Development, Educational Finance, Educational History, \*Home Study, Post Secondary Education, \*Private Schools, Secondary Education, Vocational Education

**Identifiers**—\*Illinois

The accounting of the origin, development, and use of private home study schools in Illinois analyzes their enrollment, courses, regulations, economics, subject matter areas, and strengths and weaknesses. The potential they offer for future coordination with public schools is stressed and recommendations are directed to the governor, the State Advisory Council on Vocational Education, and the State Department of Public Instruction as well as to the local school districts and the home study schools themselves. An appendix provides a directory of private home study schools in Illinois and a listing of courses offered in such schools in the State. (MU)

**ED 112 172** 95 CE 005 001  
Westermarck, Nils C.

**Lectures for Program on Technology and Social Change in Foreign Countries.**

Iowa State Univ. of Science and Technology, Ames. Engineering Research Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ISU-ERI-AMES-73142

Pub Date Jul 73

Note—189p.; For related documents, see CE 005 002-003

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Agriculture, Change Agents, Developing Nations, Economic Change, Educational Background, Farmers, \*Foreign Countries, Foreign Policy, Land Settlement, Migra-

tion Patterns, Regional Cooperation, \*Social Change, Social Problems, \*Technological Advancement, \*Technology

**Identifiers**—\*Europe, Scandinavia, USSR

The book contains eight lectures on technological progress and social change in Europe. The lecture titles are: Social and Economic Aspects on European Technological Progress; Migration Between Poor and Rich Countries in Europe; The Exceptional Case of Finland; The Scandinavian Countries Faced with the Third World's Problems; Policy Measures to Level Economic and Social Regional Differences in the Scandinavian Countries; The European Family Farms in a Technologically Changing World; The Entrepreneur's Ability and Educational Level as Change Agents in Farming; Social and Economic Consequences of Technological Development and Land Settlement in Finnish Agriculture; and Post-War Technological, Economic, and Institutional Development of Agriculture in the USSR. (JR)

**ED 112 173** 95 CE 005 002  
**A Symposium on Technology and Social Change in Foreign Countries.**

Iowa State Univ. of Science and Technology, Ames. Engineering Research Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 73

Note—353p.; For related documents, see CE 005 001-003

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**

**Descriptors**—Agriculture, Biology, Communications, Developing Nations, Economic Development, Economic Factors, Education, Engineering Technology, Fine Arts, \*Foreign Countries, History, Innovation, Medicine, Moral Issues, Politics, \*Social Change, Social Systems, \*Technological Advancement, \*Technology, Values

The book contains 28 papers by a variety of authors who deal with technology and social change in foreign countries. The papers are presented under 13 headings: technology and social change in foreign countries (two papers), technology and values (two papers), technological and social change in history (one paper), the arts and technology (two papers), technological change and social systems (three papers), political and economic forces in technological change (two papers), moral and ethical aspects of the export of technology (four papers), introduction of engineering techniques in developing countries (three papers), communications and the adoption of technology and social change (one paper), impact of modern medicine and biology in developing nations (two papers), agricultural technology: vanguard of economic development (three papers), technology and the arts in modern Europe (one paper), and induced innovation and agricultural development (one paper). (JR)

**ED 112 174** 95 CE 005 003  
Armstrong, M. A.

**Core Bibliography on Technology and Social Change in Foreign Countries.**

Iowa State Univ. of Science and Technology, Ames. Engineering Research Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ISU-ERI-AMES-73109

Pub Date Apr 73

Note—143p.; For related documents, see CE 005 001-002

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, Developing Nations, \*Foreign Countries, Industrialization, \*Library Collections, \*Social Change, Technological Advancement, \*Technology

**Identifiers**—\*Iowa State University Library

The annotated bibliography represents the core holdings in the area of technology and social change in foreign countries at the Iowa State University Library. The first part of the bibliography (115 pages) contains several hundred individual entries, mostly of books, but including government and United Nations documents, published since 1950, which are grouped under headings arranged alphabetically by subject and by country/geographical area, and which are cross-referenced to other appropriate headings. Part 2 (four pages) annotates 16 topically relevant recent additions to the library's collection. Part 3 (12 pages), a supplemental bibliography, cites about 85 books, reports, and U.S. govern-

ment documents dealing with various aspects of technology assessment. Part 4 (two pages) annotates 23 relevant journals. Where appropriate, the Iowa State University Library call number of each entry is provided. (JR)

#### ED 112 175 CE 005 004

Copa, George Korpi, Robert W.

**The Need for and Sources of Teachers in Vocationally Reimbursed Positions in Minnesota.** Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date Jul 74

Note—47p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Educational Assessment, Educational Needs, \*Educational Planning, Employment Projections, Enrollment Projections, Part Time Teachers, \*Prediction, Special Education Teachers, State Surveys, Tables (Data), \*Teacher Supply and Demand, Vocational Education, \*Vocational Education Teachers

Identifiers—Minnesota

The report presents the results of a project in the research program area of teacher education conducted by the Minnesota Research Coordinating Unit for Vocational Education. The specific objectives of this project were to: (1) provide an estimate for future need for teachers in vocationally reimbursed teaching positions in Minnesota, and (2) identify and describe the relative size of sources of teachers in these positions. Conduct of the study was accomplished in two phases. The first phase employed the Delphi technique with a group of experts and the second phase involved sampling schools having vocational education programs with vocationally reimbursed positions. The findings show: (1) a need for approximately 370 new teachers each year over the next five years, (2) the estimated average annual total number of full-time teachers in vocationally reimbursed positions over the next five years will be approximately 4,750, (3) a number of reimbursed teachers in new program levels will be added in the next five years, and (4) each program area has a large number of part-time teachers for adult programs. Summary data on future demand and average annual growth or decline of teachers, and summary data on factors affecting the supply of teachers is appended. (Author/KB)

#### ED 112 176 CE 005 016

**Third Annual All-Service Vocational Education Conference: Conference Summary.**

North Dakota State Board for Vocational Education, Bismarck.

Pub Date 24 Aug 73

Note—52p.; Proceedings of the Annual All-Service Vocational Education Conference (3rd, Bismarck, North Dakota, August 20-24, 1973)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Conference Reports, \*Conferences, Educational Needs, \*Inservice Education, Speeches, \*Vocational Education, Workshops

Identifiers—\*North Dakota

Basically designed as an inservice training activity for vocational education personnel, the conference had three broad objectives: (1) to upgrade the professional personnel, involved in vocational educational programs in North Dakota, (2) to sharpen the focus of the role of vocational education in meeting the needs of people, and (3) to continue to foster a spirit of cooperation among the vocational program areas facing common educational problems. The format of the conference consisted of two components. The first one was devoted to total group participation and the second portion to participation by program area. Summaries of most of the activities and presentations engaged in at the conference are included in the publication. (Author/SN)

#### ED 112 177 95 CE 005 192

Canel, Robert A.

**A Look at Metrics in Distributive Education.** Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-013

Note—143p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Adult Vocational Education, Distributive Education, \*Instructional Materials, Manuals, \*Metric System, \*Teaching Guides, Transparencies, Worksheets

The United States will convert to the metric system of measurement in the near future, and the distributive education programs in high school and at the adult level will have to train the needed personnel for business. The manual gives the basic conversion methods and instruction in teaching metrics. Metric programs conducted for business personnel would be the same as other distributive education programs, with the addition of promotion and publicity releases. The manual includes topical outlines and suggestions for the instructor in five sessions on program management, metric length, metric area, metric volume and capacity, and metric mass (weight). Transparencies testing materials, and student handouts accompany each section. Also included are supplementary materials, film summaries, promotional material, course evaluation sheets, and a list of material sources. (MF)

#### ED 112 178 CE 005 193

**Teacher's Guide to: Self-Understanding Through Occupational Exploration (SUTOE).** Revised.

Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.

Report No.—VT-101-951

Pub Date May 71

Note—184p.; Revision of ED 024 965

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Career Education, \*Career Exploration, \*Career Planning, Grade 8, Grade 9, Instructional Materials, \*Junior High Schools, Questionnaires, Records (Forms), Self Concept, \*Self Evaluation, \*Teaching Guides, Unit Plan

The exploratory course in career education for grades 8 and 9 is designed to directly involve the student in an investigation and evaluation of information about career opportunities, societal needs, and his personal relationship to the world of work. The purpose of this experience-centered course is to stimulate creative individualism which will lead to better decision-making based on self-appraisal and awareness of occupational opportunities. The units of study include learning activities to help the student gain self-knowledge, understand the role of the individual in the economic system, and relate his studies to occupational planning. He also explores in depth occupations involving work with data, people and animals, and objects and materials. Each of the 10 units is focused on appropriate behavioral objectives. Half of the document consists of appended materials including lists of resources and techniques, sample forms and letters, a personal data questionnaire, vocational interest and self-evaluation surveys, instructional materials, and useful information related to occupational research and teaching. (NJ)

#### ED 112 179 CE 005 194

Good, Linda And Others

**Exploring the Working World: Career Program K-2.** 1973-1974.

North Star Borough School District, Fairbanks, Alaska.

Pub Date Jun 73

Note—134p.; For other grade levels, see CE 005 195-196

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Activity Units, \*Career Awareness, Career Education, \*Curriculum Guides, Grade 1, Grade 2, Instructional Materials, Integrated Curriculum, Kindergarten, \*Learning Activities, \*Primary Education, Units of Study (Subject Fields)

This collection of lesson units for kindergarten and grades 1 and 2 is part of a K-6 series. Its purpose is to provide an early introduction to career education. The lessons for kindergarten focus on school and family work roles. Learning experiences for grades 1 and 2 relate math, science, social studies, language arts, health, and art directly to occupations. Suitable for use at all three levels are lessons designed to promote an awareness of work in general, emphasizing such concepts as the interdependence of jobs, the variety of work, division of labor, and the importance of all jobs. Included also are guidelines for speakers, guest speaker evaluation form, and field trip questionnaire, along with lists of supplementary activities and a list of occupation pamphlets available to teachers and students. (NJ)

#### ED 112 180

Good, Linda And Others

**Exploring the Working World: Career Program 3-4.** 1973-1974.

North Star Borough School District, Fairbanks, Alaska.

Pub Date Jun 73

Note—117p.; For other grade levels, see CE 005 194-196

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Activity Units, \*Career Awareness, Career Education, \*Curriculum Guides, \*Grade 3, \*Grade 4, Instructional Materials, Integrated Curriculum, \*Learning Activities, Units of Study (Subject Fields)

The collection of lesson units for grades 3 and 4 is part of a K-6 career education program. Learning activities relate the subject areas directly to occupations, emphasizing how the skills of the various disciplines are needed in different jobs. Some of the suggested techniques are field trips, guest speakers, and role playing. Included also are guidelines for speakers, guest speaker evaluation form, and field trip questionnaire, along with lists of supplementary activities, and a list of occupation pamphlets available to teacher and student. (NJ)

#### ED 112 181

Good, Linda And Others

**Exploring the Working World: Career Program 5-6.** 1973-1974.

North Star Borough School District, Fairbanks, Alaska.

Pub Date Jun 73

Note—141p.; For other grade levels, see CE 005 194-195

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Activity Units, \*Career Awareness, Career Education, \*Curriculum Guides, \*Grade 5, \*Grade 6, Instructional Materials, Integrated Curriculum, \*Learning Activities, Units of Study (Subject Fields)

The collection of lesson units for grades 5 and 6 is part of a K-6 career education program. Learning activities relate the subject areas directly to occupations, emphasizing how the skills of the various disciplines are needed in different jobs. Some of the suggested techniques are field trips, guest speakers, and role playing. Included also are guidelines for guest speakers, speaker evaluation form, and field trip questionnaire, along with lists of supplementary activities, and a list of occupation pamphlets available to teacher and student. (NJ)

#### ED 112 182

Hoover, Virgil

**Auto Mechanics: Auto Mechanic Service Specialist (Lubrication).**

Orange County Public Schools, Orlando, Fla. Spans Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-101-974

Pub Date 73

Contract—OEC-0-73-6370

Note—44p.

Available from—Orange County Career Development Program, 410 Woods Ave., Orlando, Florida 32850 (No price given)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Auto Mechanics, \*Auto Mechanics (Occupation), \*Curriculum Guides, \*Individualized Instruction, Job Skills, \*Learning Activities, \*Lubricants, Post Secondary Education, Trade and Industrial Education

Identifiers—LAP, \*Learning Activity Package

The unit of individualized learning activities is designed to provide training in the job skill, lubrication, for the prospective auto mechanic service specialist. The materials in the unit are divided into two sections. The developmental, or preliminary phase, for use by the instructor, includes brief descriptions of the job and of the student population, and listings of the specific tasks, course prerequisites, and objectives. The curriculum phase, for use by the student, contains directions, objectives, activities, worksheets, pretests, and posttests. These two components together form a "job entry", a unit of work which, when completed by the student, insures his training in a designated job skill. Suggestions are included to aid the instructor in his role as guide in the individualized instruction format. (NJ)

**ED 112 183**

CE 005 198

*Sims, James And Others***Horticulture: Grounds Maintenance Employee.**

Orange County Public Schools, Orlando, Fla.

Report No.—VT-101-975

Note—111p.

Available from—Orange County Career Development Program, 410 Woods Ave., Orlando, Florida 32805 (No price given)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Curriculum Guides, \*Grounds Keepers, Horticulture, \*Individualized Instruction, Instructional Materials, Job Skills, \*Learning Activities, Post Secondary Education, Trade and Industrial Education, \*Turf Management

Identifiers—\*Florida, LAP, Learning Activity Package

The unit of individualized learning activities is designed to provide training in grounds maintenance. The materials in the unit are divided into two sections. The developmental or preliminary phase (15 pages) is for use by the instructor and includes brief descriptions of the job and of the student population, along with listings of the specific tasks, course prerequisites, and objectives. The curriculum phase (94 pages), for use by the student, contains directions, objectives, learning activities, pre- and posttests. These two components together form a "job entry," a unit of work which, when completed by the student, insures his training in a designated job skill. Five learning activity packages are provided: (1) selection of grasses for lawns and turfs, (2) establishing lawns and turfs in Florida, (3) controlling insects and diseases of lawns and turfs, (4) care and maintenance of lawns and turfs, and (5) proper use and care of lawn tools and equipment. Suggestions are included to aid the instructor in his role as guide in the individualized instruction format. (NJ)

**ED 112 184**

95

CE 005 202

**A Curriculum Guide for a Career Exploration Program in the Middle/Junior High Schools of Georgia for Industrial Arts Education.**

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta. Div. of Vocational Education.

Report No.—VT-101-964

Pub Date Jun 72

Contract—OEC-0-73-6370

Note—168p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Career Education, Career Exploration, Career Opportunities, Communications, Construction Industry, \*Curriculum Guides, \*Grade 8, \*Industrial Education, Instructional Materials, Junior High Schools, Manufacturing Industry, Transportation

Identifiers—Georgia

The career exploration program in Georgia was developed to provide adolescent youth with the knowledge and experiences that enable them to be aware of various career opportunities and develop tentative plans to accomplish career goals. The instructional unit consists of minicourses in four areas related to industrial arts. The four occupational areas are: (1) communication, (2) construction, (3) manufacturing, and (4) transportation. For each minicourse, objectives, learning experiences, instructional resources, and suggested evaluations are listed. (VA)

**ED 112 185**

95

CE 005 203

**Learning Experiences in Technology: Integrated Teaching Unit Handbook: Book 1 for Grades K-2.**

Royal Oak City School District, Mich.

Report No.—VT-101-980

Pub Date Jun 73

Note—434p.; For other grade levels, see CE 005 204-205

**EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage**

Descriptors—\*Career Awareness, Career Education, \*Curriculum Guides, Elementary School Curriculum, \*Grade 1, \*Grade 2, Instructional Materials, \*Kindergarten, Learning Activities, Primary Education, Resource Materials, Technology

Identifiers—Project Learning Experiences in Technology, Project LET

The guide, part of Project LET (Learning Experiences in Technology), is intended to be used

as a working copy and consists of 28 integrated teaching units for grade K-2 students. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child. Each unit evolves from existing elementary curriculum and includes the following components: (1) general overview, (2) teaching/learning resources, (3) concepts, (4) behavioral objectives, (5) methods of implementation, (6) resource people and materials, and (7) student activities. Inherent in each component is an awareness of careers and the way man does things. (Author/VA)

**ED 112 186**

CE 005 204

**Learning Experiences in Technology: Integrated Teaching Unit Handbook: Book 2 for Grades 3 and 4.**

Royal Oak City School District, Mich.

Report No.—VT-101-981

Pub Date Jun 73

Note—396p.; For other grade levels, see CE 005 202-205. Not available in hard copy due to marginal reproducibility of original copy

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Awareness, Career Education, \*Curriculum Guides, Elementary Education, Elementary School Curriculum, \*Grade 3, \*Grade 4, Instructional Materials, \*Learning Activities, Resource Materials, Technology

Identifiers—Project Learning Experiences in Technology, Project LET

Career information is built into each component of the curriculum guide consisting of 24 units designed to enhance career awareness in Grade 3-4 students. A component of Project LET (Learning Experiences in Technology), the guide is intended to be used as a working draft with units presented under the headings of animal life, government, holidays, and transportation. Existing elementary curriculum provided the basis for the development of the guide. Student involvement and ideas as well as teacher inputs were also utilized. Each unit includes the following components: (1) general overview, (2) teaching/learning resources, (3) concepts, (4) behavioral objectives, (5) methods of implementation, (6) resource people and materials, and (7) student activities. (Author/VA)

**ED 112 187**

CE 005 205

**Learning Experiences in Technology: Integrated Teaching Unit Handbook: Book 3 for Grades 5 and 6.**

Royal Oak City School District, Mich.

Report No.—VT-101-982

Pub Date Jun 73

Note—326p.; For other grade levels, see CE 005 203-204

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**

Descriptors—Activity Units, \*Career Awareness, Career Education, \*Curriculum Guides, Elementary Education, Elementary School Curriculum, \*Grade 5, \*Grade 6, Instructional Materials, \*Learning Activities, Technology

Identifiers—Project Learning Experiences in Technology, Project LET

The opportunity for grade 5-6 students to explore careers and technology is provided by the curriculum guide, which is a component of Project LET (Learning Experiences in Technology). Inherent in each component is an awareness of careers and the way man does things. The guide is intended to be used as a working copy for professional staff. The integrated teaching units are evolutionary in nature as they are developed from the curriculum, utilizing student involvement and ideas. Unit topics include: anthropology and archaeology, city planning, crafts history and products, earth study, ecology, communications, homemaking, human biology, magnetism and electricity, political system, producing and retailing, scientific reasoning, seasonal projects, theater, and writing music. (Author/VA)

**ED 112 188**

CE 005 206

*Carver, Jeanne And Others***Curriculum Guide and Course Outline for Job Exploration and Machine Skills.**

Phoenix Union High School District, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Report No.—VT-101-969

Pub Date Jun 73

Note—196p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Business Education, Business Skills, Career Exploration, \*Curriculum Guides, \*Grade 10, Learning Activities, \*Office Machines, Office Occupations Education, Prevocational Education, Sales Occupations, Secondary Education, \*Typewriting

The prevocational course in business education is designed to enable the sophomore student to complete a full year of typewriting, explore careers in business, and gain beginning skills for business jobs. The 12-unit course includes units on introduction and typing review, machine and manual math, communication and self-awareness, punctuation, money and handling, job orientation, forms and tabulation, data processing, machine math and manuscript typing, introduction to the world of business, and career exploration. A job orientation unit provides practice in job-finding skills. Each unit contains activities, educational objectives, materials and media, and sources and suggestions. (NJ)

**ED 112 189**

95

CE 005 207

*Washburn, Pat Scott, Douglas W.***Readin', Writin', and Relevanc': An Instructional Unit: The Three R's-Plus Career Education (Prepilot Test Copy).**

Arizona State Dept. of Education, Phoenix.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—S-710; VT-101-961

Contract—OEC-0-73-6370

Note—75p.; For other instructional units, see CE 005 208-209

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Art, Behavioral Objectives, \*Career Education, Instructional Materials, \*Interdisciplinary Approach, Language Arts, \*Primary Grades, Relevanc' (Education), Social Studies, \*Teaching Guides

The prepilot test copy of the career education unit is designed to provide 8 hours and 55 minutes of instructional time for learners. The major emphasis of the unit stresses the relationship between the school environment and society, and the need for structure and order in each. Five major goals and 16 performance objectives are addressed in the unit. The activities for the performance objectives reinforce ways in which the home and school experience are interrelated. The major topics included in the unit focus on an interdisciplinary approach with activities relating closely to art, social studies, and language arts. (Author/VA)

**ED 112 190**

95

CE 005 208

*Rasmussen, Constance Cobb, Patricia***The Monetary Systems-Families: An Instructional Unit: The Three R's-Plus Career Education (Prepilot Test Copy).**

Arizona State Dept. of Education, Phoenix.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—S-507; VT-101-962

Pub Date 73

Contract—OEC-0-73-6370

Note—125p.; For other instructional units, see CE 005 207-209

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Career Education, \*Family Life Education, \*Grade 2, Instructional Materials, \*Interdisciplinary Approach, Language Arts, Learning Activities, Mathematics, Money Management, \*Money Systems, \*Teaching Guides

The instructional unit was developed to help grade 2 students become aware of money as a medium of exchange. Learning activities are based on the theme of the economic needs of a family. The major topics covered in the unit are: counting money, earning money, spending money, money substitutes, and financial institutions. Objectives which encourage the learner to apply new knowledge to personal situations are included. A variety of activities such as role playing, art activities, manipulation of coins and bills, and the visits of guests speakers are used to help students meet the objectives of the units. (Author/VA)

**ED 112 191**

95

CE 005 209

*Rasmussen, Constance And Others***Eye and Ear Tools: An Instructional Unit: The Three R's-Plus Career Education (Prepilot Test Copy).**

Arizona State Dept. of Education, Phoenix.

Spons Agency—Office of Education (DHEW), Washington, D.C.



Report No.—S-608; VT-101-963

Pub Date 73

Contract—OEC-0-73-6370

Note—75p; For other instructional units, see CE 005 207-208

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Art, \*Aural Learning, Career Awareness, Career Education, Elementary School Science, \*Equipment Utilization, Evaluation Methods, \*Grade 3, Instructional Materials, Interdisciplinary Approach, Laboratory Equipment, Safety Education, Social Studies, \*Teaching Guides, \*Visual Learning Identifiers—\*Eye and Ear Tools

The unit is designed to provide approximately 10 hours of instructional time for learners in grade 3. The primary intent of the unit is to help the learner develop an awareness of sound-extending and sight-extending tools. Four major goals and 18 performance objectives are addressed in the unit. The major topics included in the unit stress: (1) identification of selected sound and sight-extending tools; (2) determination of the function of sound and sight-extending tools; (3) identification of occupations which employ these tools; (4) determination of the value to the individual of observation, practice, and training; and (5) identification of safety hazards and rules in the use of these tools. (Author/VA)

**ED 112 192 95 CE 005 210**  
**Teacher's Guide to Career Orientation in Elementary Grades.**

Fairfield County School District 1, Winnsboro, S.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-101-990

Note—80p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Career Education, \*Elementary Education, Elementary School Students, Laboratory Procedures, \*Occupational Guidance, \*Orientation Materials, \*Teaching Guides, Unit Plan, \*Vocational Development, Worksheets

Identifiers—Career Guidance, \*Career Orientation

The manual is designed to help the elementary level teacher provide some of the information and experiences needed by students in making vocational decisions. Some of the information deals with simulated experiences, in-school work, and field trips, stressing action with a minimum of theory. Other parts of the manual cover a different phase of vocational orientation, using a more theoretical approach based on traditional vocational guidance methods, with emphasis on providing information on personality development. Goals of vocational orientation are student self-evaluation, introduction of the various occupational areas, exploration of the economic and social values of work, exploration of the psychological and sociological meanings of work, description of educational avenues, and the development of students' decision-making ability. The unit-project approach to vocational orientation is applied to the curriculum flow in order to give students some practical experience along with the information. Suggested careers for study in K-7 are presented. Two papers are appended, "Career Guidance: A Developmental Process" (George E. Leonard) and "The Needs of Inner-City Children for Career Guidance" (Doris Jeffries). (MF)

**ED 112 193 CE 005 211**  
**Careers and You. A Teacher's Guide.**

Eugene Public Schools, Oreg.

Report No.—VT-101-952

Pub Date 72

Note—192p; Portions of "Applications for Employment" will not reproduce well in microfiche

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
 Descriptors—Annotated Bibliographies, \*Career Education, Decision Making Skills, Instructional Materials, \*Junior High Schools, Learning Activities, Reference Materials, \*Secondary Education, \*Self Concept, Self Evaluation, \*Teaching Guides, Vocational Development

Intended for use at the junior and senior high school levels, the teaching guide for a course in careers is based on the premise that the student needs to know as much as possible about himself in order to make intelligent choices. The major portion consists of lessons designed to promote self-understanding and rational decision-making.

The remaining section is concerned with occupational exploration and includes learning activities, resources and materials, and information useful to the teacher of a course in careers. A 34-page section provides lists of references, an annotated bibliography, and projects related to career and vocational education. (NJ)

**ED 112 194 95 CE 005 212**  
**Developing a List of Competencies for the Communication Skills Area in Vocational-Technical Post-Secondary Education: Final Report.**

Mid-State Vocational, Technical, and Adult Education District, Wisconsin Rapids, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—VT-102-143

Pub Date Apr 75

Note—129p; Document is not available in hard copy because of marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cluster Grouping, \*Communication Skills, Employers, Graduate Surveys, \*Performance Specifications, \*Post Secondary Education, Questionnaires, \*State Surveys, Tables (Data), \*Vocational Education Identifiers—Wisconsin

Communication skills classes must prepare students for living and for earning a living. As the postsecondary technical-vocational schools throughout Wisconsin showed great differences in the content of their communication skills courses, both among schools and within various educational programs, a statewide survey was conducted to determine the importance of various communication skills competencies. A list of 40 communication skills or tasks was developed. Questionnaires containing these 40 competencies were sent to employers and to graduates of vocational-technical programs for ranking of the competencies in 15 occupations in job clusters for business technology, secretarial and related science, industrial machine, health vocation, and industrial technology. Detailed rank orders and mean responses are presented in the report. Survey results indicated that some communication skills are more important than others and that different occupations require different levels of competency. Results also supported the cluster concept that vocational programs can be clustered for the purpose of teaching or learning communication skills. The appendix includes a bibliography of communication skills efforts, list of related microfiche documents, correspondence, and survey instruments. (MF)

**ED 112 195 95 CE 005 213**  
**Jereczek, Eugene P.**

**International Vocational Studies in Advanced Culinary Arts. Final Report.**

Minneapolis Joint Independent School District 287, Minn.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Report No.—VT-102-144

Pub Date 28 Feb 75

Note—68p; Portions of the appendix have been deleted because they are not reproducible

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Cooking Instruction, \*Developmental Programs, \*Food Service Occupations, \*International Programs, Letters (Correspondence), Metric System, Pilot Projects, \*Post Secondary Education, Records (Forms), Study Abroad, Travel Identifiers—Switzerland

The document describes an exemplary project from January 1, 1973 to December 31, 1974 in which 21 postsecondary cook/chef students were afforded the opportunity to spend six months in a training experience in Switzerland. The project, coordinated through the Swiss Hotel Association, was intended to provide a basis for sharing information with the food industry, especially in Minnesota. All participants reported that the program contributed to their growth. Language and cultural adjustment were seen as the biggest handicaps which were encountered most frequently at the beginning of the experience. Appended materials, making up the bulk of the document, include: list of participants, forms, correspon-

dence, travel tips, metrics in the kitchen, and a program evaluation form. (LJ)

**ED 112 196 CE 005 214**  
**Richardson, William B.**

**An Analysis of Factors Influencing the Earnings of Indiana High School Vocational Graduates. Final Report.**

Purdue Univ., Lafayette, Ind. Dept. of Education. Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Report No.—VT-102-147

Pub Date Jan 75

Note—52p; For related document, see CE 005 215; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Followup Studies, \*Graduate Surveys, High School Graduates, Multiple Regression Analysis, Participant Characteristics, Questionnaires, Relevance (Education), Salary Differentials, \*Socioeconomic Influences, Tables (Data), \*Vocational Education, \*Vocational Followup, \*Wages Identifiers—Indiana

The study was made to determine the earnings of a sample group of Indiana high school vocational program graduates to ascertain the effect hypothesized training has on earnings of high school vocational graduates. The sample was randomly selected from 1972-73 graduates, stratified according to vocational program. Of the 18 independent variables used in the analysis, those found to have any relation to earnings were sex, marital status, year of graduation, job satisfaction, labor union membership, and length of time after graduation before taking a job. Major conclusions were: (1) variables not directly associated with vocational training tend to have a greater influence on the earnings of vocational graduates; (2) socioeconomic status of parents was not a significant influence; and (3) the type of vocational program completed by the graduate did not provide any conclusive relationship with earnings. Appended are: a list of cooperating schools, correspondence, the survey instrument, list of advisory committee and project consultant, and an analysis of nonrespondents. (MF)

**ED 112 197 CE 005 215**

**Richardson, William B. McFadden, Joan R.**

**An Identification of Employment Patterns of Vocational Graduates of Indiana Secondary Schools. Final Report.**

Purdue Univ., Lafayette, Ind. Dept. of Education. Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Report No.—VT-102-146

Pub Date Jan 75

Note—42p; For related document, see CE 005 214

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Correlation, Educational Programs, \*Employment Patterns, Followup Studies, \*Graduate Surveys, High School Graduates, Relevance (Education), Secondary Education, \*State Programs, Tables (Data), \*Vocational Education, \*Vocational Followup Identifiers—Indiana

The objectives of the study were to determine the correlation between the factors of employment patterns and vocational program types for 1972-73 graduates of secondary vocational programs in Indiana. A random sample of 25 schools and graduates stratified for vocational program types (agriculture, business education, distributive education, health occupations, home economics education, and trade and industrial education) comprised the population. Findings are detailed in narrative and tabular form. A majority of the 1,000 vocational graduates sampled did seek employment and a majority worked in occupations at least somewhat related to their vocational training. The only significant differences between job relatedness and mean salary levels were found for the six months' earnings figures in the distribution education program. The relation between job relatedness and earnings was not found to be significant for one year earnings. The study did not support the premise that graduates who worked in an occupation related to their vocational training would earn more than those working in nonrelated occupations. Appended are: correspondence, the survey instrument, an

analysis of nonrespondents, and other project-related information. (MF)

**ED 112 198** CE 005 216

Fuller, Gerald R. Winn, John  
Career Development Patterns of Vocational Pupils  
Graduating or Leaving School 1967, 1968,  
1969, 1970.

Vermont Univ., Burlington. Dept. of Vocational  
Education and Technology.

Spons Agency—Vermont State Dept. of Education,  
Montpelier. Research Coordinating Unit  
for Vocational and Technical Education.

Report No.—VT-102-150

Pub Date Feb 75

Note—32p; Appendix B may not reproduce well  
in microfiche

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Area Vocational Schools, \*Data  
Bases, Data Collection, \*Educational Assessment,  
Evaluation Criteria, \*Followup Studies, High School  
Graduates, Longitudinal Studies, Records (Forms),  
\*State Surveys, Vocational Development, Vocational  
Education, \*Vocational Followup

Identifiers—\*Vermont

The opportunity to establish a statewide data  
baseline, beginning with the first year that the  
modern area vocational center concept was imple-  
mented in Vermont, provided the basis for this  
study. A project was undertaken to (1) field test,  
on a state-wide basis, a model for collecting and  
analyzing followup data on graduates from Ver-  
mont's vocational education programs, and (2) to  
develop a followup data file. The data file was  
developed based on a 41 percent return of usable  
former student survey forms. Appended materials  
make up one-half of the document and include:  
list of participating schools, data collection forms  
and manual, and the student data survey form.  
(Author/VA)

**ED 112 199** 95 CE 005 217

Welker, L. Conrad, Jr. Ginn, Clyde N.

The Identification of Social Skills Needed in  
Specific Vocational and Technical Areas and  
Possible Instructional Approaches Applicable to  
Such Needs.

University of Southern Mississippi, Hattiesburg.  
Bureau of Educational Research.

Spons Agency—Bureau of Adult, Vocational, and  
Technical Education (DHEW/OE), Washing-  
ton, D.C.; Mississippi State Dept. of Education,  
Jackson. Div. of Vocational and Technical  
Education.

Report No.—VT-102-153

Pub Date 30 Aug 74

Note—225p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—\*Communication Skills, Health Oc-  
cupations, \*Human Relations, \*Interpersonal  
Competence, \*Job Skills, Office Occupations,  
Performance Factors, Reading Skills, Sales Oc-  
cupations, \*Social Characteristics, Tables  
(Data), Technical Occupations, Vocational  
Development, Writing Skills

Identifiers—Mississippi, Social Skills Inventory  
Scale

The primary purpose of the study was an initial  
attempt to identify the basic social skills which  
are pertinent to the general occupational cate-  
gories of (1) trade and industrial, (2) technical oc-  
cupations, (3) health occupations, (4) marketing  
and distribution, and (5) business and office. A  
secondary purpose was to compare the identifica-  
tion of social skills and the ranking of the im-  
portance of these social skills as related to job  
performance. Data were gathered from post-  
secondary instructors and industrial personnel  
within selected industrial settings utilizing a social  
skills inventory scale and interview techniques.  
Seven postsecondary complexes were selected to  
present the institutional input. In addition, indus-  
trial personnel representing the five basic occupa-  
tional categories were selected for participation  
in the study. A major finding was that various  
degrees of social skill competence are of vital im-  
portance to the levels of performance within all  
basic occupational categories. The survey instru-  
ment is appended. (Author/VA)

**ED 112 200** 95 CE 005 222

Wentling, Tim L.

Third Party Evaluation Report of the Career Edu-  
cation Personnel Model.

Michigan State Dept. of Education, Lansing. Voc-  
ational Education and Career Development

Service.; Michigan Univ., Ann Arbor. School of  
Education.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Report No.—VT-102-159

Bureau No.—BR-V-2610-41-L

Grant—OEG-0-72-0749

Note—14p; For final report, see ED 102 494

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administrator Education, \*Career  
Education, Counselor Training, Inservice Edu-  
cation, \*Models, Performance Based Teacher  
Education, \*Performance Criteria, Preservice  
Education, \*Program Evaluation, \*School Per-  
sonnel, Teacher Education

Identifiers—Michigan

The report is an evaluation of the Career Edu-  
cation Personnel Model Project (CEPM), which  
was initiated for the Michigan Department of  
Education in the spring of 1972. The purpose of  
CEPM project was to develop competency-based  
instructional models for the preparation and  
training of personnel who plan and implement  
career education programs. The procedures of  
the project involved a review of the literature to  
identify similar studies and the identification and  
validation of competencies and performance  
criteria through consulting with practicing career  
educators. The major goal of the third party  
evaluation was to provide feedback concerning  
the developments and outcomes of the project to  
its staff and funding agencies. The project  
receives an overall positive evaluation. In a spot-  
check for comprehensiveness, it was found that  
appropriate sources were reviewed in the litera-  
ture search. Other assessment techniques in-  
volved interviews with project and staff members  
and third party ratings of the competency lists  
developed in the course of the project. The  
overall conclusion was that the procedures fol-  
lowed were adequate to the task. (NJ)

**ED 112 201** 95 CE 005 223

Coordinated Effort for Career Education. Interim  
Report.

Grayson County Coll., Sherman/Denison, Tex.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Bureau No.—BR-V-361070

Pub Date 1 Jul 75

Grant—OEG-0-73-5309

Note—156p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Career Awareness, \*Career Edu-  
cation, Career Exploration, County Programs,  
\*Developmental Programs, \*Elementary Sec-  
ondary Education, Occupational Guidance, \*Pro-  
gram Descriptions, \*Program Evaluation, Ta-  
bles (Data)

Identifiers—Career Guidance, Texas (Grayson  
County)

Covering the time period of July 1974 through  
June 1975, the second interim report summarizes  
the activities of a K-12 career education project  
conducted in the Grayson County schools in Tex-  
as. Each of the project components reports on  
the year's activities. On the elementary or occu-  
pational awareness level, the staff worked with  
classroom teachers, helping them to integrate  
career into the daily lesson planning. At the ju-  
nior high level, the project-developed occupa-  
tional investigation curriculum was used, along  
with films, field trips, and resource speakers, to  
orient the students in five job classification under  
each of the 15 occupational clusters. The  
guidance staff conducted group sessions in career  
guidance, focusing on self-awareness, value  
clarification, vocational information, and job-  
seeking skills. By the end of the school year more  
interest in the program was being shown as  
demonstrated by increased participation in  
workshops and other project-sponsored activities.  
More than one-half of the report is taken up with  
the third party evaluation of the project.  
(Author/NJ)

**ED 112 202** 95 CE 005 224

Careermobile Project, 1971-74. Final Report.

Western Wisconsin Vocational, Technical, and  
Adult Education District, La Crosse.

Spons Agency—Bureau of Occupational and  
Adult Education (DHEW/OE), Washington,  
D.C.

Report No.—VT-102-192

Pub Date May 75

Note—49p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Adult Education, Audiovisual Aids,  
Audiovisual Centers, Career Education,  
\*Career Planning, \*Film Libraries, Library Col-  
lections, \*Mobile Educational Services, \*Occu-  
pational Guidance, \*Occupational Information,  
Resource Materials, Secondary Education  
Identifiers—Career Guidance, Wisconsin

The careermobile is designed to bridge the gap  
between education and work for urban and rural  
youth in the Western Wisconsin Vocational,  
Technical and Adult Education District by  
providing occupational and career guidance infor-  
mation through its vast audiovisual resource lib-  
rary. In order to develop its collection of au-  
diovisual resources, an extensive nationwide  
search of filmstrips was conducted. The career-  
mobile began its operation in 1972 with approxi-  
mately 300 commercial career programs. Concur-  
rent production of sound filmstrips at Western  
Wisconsin Technical Institute resulted in the  
development of additional career programs. Thirty-  
two schools were visited during the school  
years 1972-73 and 1973-74. Approximately  
30,000 students received the opportunity to ob-  
tain information and guidance concerning career  
and occupational programs during that time  
period. Appended materials make up three-  
fourths of the document and include: a 20-page  
list of the careermobile's audiovisual materials,  
public relations materials, forms, an evaluation  
instrument, and an evaluation report. (VA)

**ED 112 203** CE 005 225

Morton, J. B. Christensen, Harold

Numerical Control Associated Jobs: State-Wide  
Survey.

Oklahoma State Dept. of Vocational and Techni-  
cal Education, Stillwater. Div. of Research,  
Planning, and Evaluation.

Spons Agency—Bureau of Occupational and  
Adult Education (DHEW/OE), Washington,  
D.C.

Report No.—VT-102-193

Pub Date Jun 75

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Demand Occupations, Employment  
Level, High School Graduates, Job Training,  
Machinists, \*Numerical Control, \*Occupational  
Surveys, \*State Surveys

Identifiers—Oklahoma

In order to get a better view of the demand for  
secondary trained numerical control personnel  
and upgraded adult machinists, a questionnaire  
was sent to machine shops throughout the State  
of Oklahoma. The questionnaire was designed to  
show the present level of employment of numeri-  
cal control personnel, the anticipated use of  
retraining facilities, and the anticipated one-year  
and two-year demand levels. The results of this  
study were used to determine the feasibility of  
purchasing numerical control machinists' tools for  
use in the training of machinists. It was found  
that the level of training required did not justify  
the purchase of numerical control equipment at  
this time. (Author/VA)

**ED 112 204** 95 CE 005 226

Robey, Doris Burr, Betty

A Comparative Study of Alternative Methods and  
Techniques in Stenographic Training.

Pulaski County Special School District, Little  
Rock, Ark.

Spons Agency—Arkansas State Dept. of Educa-  
tion, Little Rock.; Bureau of Occupational and  
Adult Education (DHEW/OE), Washington,  
D.C.

Report No.—VT-102-191

Pub Date Jun 75

Note—31p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Comparative Analysis, Educational  
Alternatives, \*Experimental Programs, Office  
Machines, Office Practice, Secondary Educa-  
tion, Skill Development, \*Stenography, Tables  
(Data), \*Teaching Methods

Identifiers—Arkansas (Little Rock)

A survey conducted in 1974 in the Little Rock  
area revealed there was a demand for office per-  
sonnel who could take shorthand. There was a  
definite need for the initiation and implementa-  
tion of a program at McClellan High School to  
boost enrollment in shorthand courses. The pur-  
pose of this study was to determine if students  
could acquire a proficiency level in transcription  
for employment in a one-year period that exceeds  
the level now achieved in the traditional

shorthand classes. A comparative study was conducted to ascertain whether students could achieve a higher level of skill through the use of machines or by the traditional approach. All students had one hour of instruction daily. The machine method of teaching shorthand appeared to be a superior method. Forty-four percent of the students in the experimental machine shorthand groups had reached a job-entry skill level by the end of the school year. This compared to 6 percent in the control groups of traditional Gregg Shorthand. (VA)

**ED 112 205** 95 CE 005 227  
Mannebach, Alfred J. Lownds, Barbara V.  
**A Survey of Employment Opportunities and Community Resources Having Implications for Programs of Vocational Agriculture in Connecticut: Phase 2. Final Report.**

Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.  
Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-190

Pub Date Mar 75

Note—210p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
Descriptors—Agricultural Occupations, \*Community Resources, Data Analysis, \*Employment Opportunities, Employment Projections, \*Employment Statistics, Occupational Surveys, State Programs, \*State Surveys, Tables (Data), \*Vocational Agriculture  
Identifiers—\*Connecticut

The publication is a report of phase 2 of a two-phase project to determine the employment opportunities and community resources in vocational agriculture in Connecticut. The study was designed to enumerate job possibilities, to inform farmers and agricultural firm operators of the vocational agriculture program, and to identify the community resources available to State programs in vocational agriculture. Phase 2, conducted between July 1964 and March 1975, involved the collection, compilation, and reporting of the data, and the dissemination of information about the vocational agriculture program. The tabulated data appearing in the report provide information about current and projected employment, income, and levels of experience and education required for beginning employment. Results of the survey indicate that the employment opportunities in agriculture in the State are increasing at the rate of approximately 3 percent per year. The findings also indicate a large number of resources available in the State that could be utilized to enrich the vocational agriculture program. The major portion of the report is taken up with the presentation and summary of the data. Phase 2 procedures are described, and a summary of the activities of phase 1 also appears. A sample interview schedule is appended along with information about project personnel. (NJ)

**ED 112 206** 95 CE 005 228  
**A Classroom Training Conference for Youth Leaders of Distributive Education in Arizona Vocational Education. Final Report.**

Glendale Union High School District 205, Ariz.  
Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix; Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-187

Bureau No.—75-RMG-1302

Pub Date 1 May 75

Note—55p.; Appendix C and map in Appendix D will not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Conference Reports, \*Conferences, Course Evaluation, Curriculum Guides, \*Distributive Education, \*Leadership Training, \*Participant Satisfaction, Questionnaires, Secondary Education, Youth Clubs, \*Youth Leaders  
Identifiers—Arizona

Covering the time period of August 1974 through May 1975, the report summarizes a project to improve leadership in Arizona distributive education youth groups. The primary product of the project was a one-day leadership training conference for 134 distributive education students in grades 11 and 12 and teachers in the State of Arizona. An evaluation of the conference was conducted in terms of participant satisfaction. A

later post-conference evaluation was also made to determine the effectiveness of the conference in behavioral terms. The report includes a project summary, with goals, objectives, procedures, results, conclusions, and evaluation findings. The 13-page curriculum guide developed and used for the leadership training conference is also included. The conference agenda and project correspondence are appended. (NJ)

**ED 112 207** CE 005 229

Andrew, Dean C. Roberts, Lawrence H.

**A Comparative Study of the Occupational Achievement of Vocational and Non-Vocational High School Graduates in the State of Arkansas.** Educational Planning and Evaluation Services, Magnolia, Ark.

Report No.—VT-102-158

Pub Date 20 Dec 74

Note—132p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Achievement, \*Comparative Analysis, Employment Patterns, \*Graduate Surveys, \*High School Graduates, Job Satisfaction, Participant Characteristics, Relevance (Education), State Surveys, Tables (Data), Vocational Education, \*Vocational Followup  
Identifiers—\*Arkansas

The purposes of the study were: (1) to compare the occupational achievement of vocational education graduates with that of nonvocational graduates, (2) to determine the number of graduates trained in the various vocational areas, and (3) to describe the group of students enrolled in vocational education courses. The study was limited to 1970 graduates of eight high schools in Arkansas. The data were collected by use of a mail-out questionnaire. Thirty-six percent of the sample of 1,749 returned completed questionnaires. Descriptive statistics were used to present characteristics of one-year and two-year vocational education graduates. Chi-square analyses were made comparing data and responses of the two-year graduates and a control group of nonvocational graduates. The following are some of the important findings. More two-year graduates than one-year graduates were employed full-time and in jobs in the same area as their training. More of the one-year graduates were unemployed. More one-year than two-year graduates were attending college. Also, the vocational education graduates had significantly higher achievement records in high school than the nonvocational graduates. (Author/NJ)

**ED 112 208** 88 CE 005 230

**Career Opportunities Potential Evaluation (COPE). Grades 7, 8, 9.**

Lower Dauphin School District, Hummelstown, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Pupil Personnel Services.

Report No.—VT-102-116

Pub Date 72

Note—331p.; Available only in microfiche due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, Career Opportunities, Developmental Programs, Grade 7, Grade 8, Grade 9, \*Guidance Programs, Instructional Materials, \*Junior High Schools, \*Learning Activities, Lesson Plans, Occupational Guidance, \*Program Evaluation, Self Concept Tests, Teaching Methods, Values, Vocational Interests

Identifiers—Career Opportunities Potential Evaluation, COPE, Elementary Secondary Education Act Title III, ESEA Title III, Pennsylvania (Hummelstown)

An evaluation of a project which initiated an organized program of vocational guidance for the Lower Dauphin Junior High School in Hummelstown, Pennsylvania is described. A special program emphasis had been developed for each of the three grade levels. It was not possible to evaluate the grade 8 program; however, two evaluation forms were used in the grade 7 program and proved to provide sufficient information to make an estimate of the relevancy and appropriateness of the program. The evaluation tool used for the grade 9 program was the self-concept and motivation inventory. This instrument was administered twice for providing information to be

used in the statistical evaluation of program effectiveness. The instrument proved unsatisfactory for this purpose, but gave valuable information concerning the individual. The learning activities for grades 7, 8, and 9, making up the bulk of the document (283 pages), are appended. Organized as lesson plans for each grade level, objectives, teaching suggestions, procedures, required materials, and instructional materials are provided. Grade 7 materials (52 pages) emphasize self-evaluation, grade 8 materials (79 pages) stress vocational interest development, and grade 9 materials (53 pages) deal with career planning and decision-making. (VA)

**ED 112 209** CE 005 231

Noon, Madeline Estella Hanson, Connie

**Evaluation and Report on Consumer and Homemaking Program in Depressed Areas. Utterback Junior High School Program. Wakefield Junior High School Program. June and July, 1972.**

Tucson Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Vocational Education, Phoenix.

Report No.—VT-102-133

Pub Date Jun 72

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Consumer Education, Cooking Instruction, \*Home Economics, Instructional Materials, \*Junior High Schools, Low Income Groups, Post Testing, Pretesting, \*Program Descriptions, Self Care Skills, Sewing Instruction, \*Summer Programs  
Identifiers—Arizona (Tucson)

The document describes the consumer and home economics summer programs for grade 7 and grade 8 girls in two junior high schools. The programs provided opportunities to learn basic sewing and cooking skills, as well as personal improvement such as grooming, hygiene, posture, and modeling. A number of field trips to supplement the class instruction were made. Pretests and posttests were used to evaluate the programs. The tests showed that all of the girls had improved, and the students' own evaluations were very positive. Teachers also felt that the programs were successful and recommended continuation, with more supplies and time allotted for the programs. A 20-page section of the program's instructional materials includes pre- and posttests and other student materials. (MF)

**ED 112 210** 95 CE 005 232

Bursik, Jake Kerkes, Thomas

**Evaluation of Selected Instructional Methods for Academically Disadvantaged Students. Final Report.**

North Central Technical Inst., Wausau, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—VT-102-151

Pub Date Jun 74

Note—50p.; Appendix G may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Academically Handicapped, Educationally Disadvantaged, Educational Needs, Individualized Instruction, Program Descriptions, \*Program Development, \*Program Evaluation, Remedial Instruction, Remedial Mathematics, \*Remedial Programs, Remedial Reading Programs, Secondary Education  
Identifiers—NCTI, North Central Technical Institute, Wisconsin (Wausau)

The principal purposes of the preparation program at North Central Technical Institute (NCTI), Wausau, Wisconsin, were to provide opportunities for certain students to further their general academic development and to explore various vocational fields. Students intended for the preparatory program were those identified by their high school records and by entrance examinations as needing further development before admission to a postsecondary vocational program. The program objectives were accomplished by: (1) assessing the remedial education needs of students through diagnostic testing in reading, English, math, natural science, and study skills; (2) interviewing instructors for their reactions to the program; (3) visiting other schools to examine methods and curriculum materials used in their remedial education programs; and (4) developing programs to meet the specific remedial education needs of individual students. As a



result of these efforts it was recommended that a learning resource center be developed to provide an opportunity for individualized instruction. Three-fourths of the document consists of appended materials: a periodicals bibliography, program objectives, school visitation and seminar report, NCTI structure and functions, forms, and a followup study of students in the developmental program (1970-73). (VA)

**ED 112 211** CE 005 233

Maletta, Edwin

Using the Project Method in Distributive Education. Teacher's Manual. Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No.—VT-102-999  
Pub Date Apr 75  
Note—62p.

Available from—New Jersey Vocational-Technical Curriculum Lab., Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Distributive Education, Grade 10, Grade 11, \*Merchandising, \*Project Training Methods, Secondary Education, Student Projects, \*Teaching Guides, Vocational Development

The document explains how to integrate the project training methods into a distributive education curriculum for grades 10 or 11. The purpose of this teacher's manual is to give an overall picture of the project method in use. Ten sample projects are included which could apply to any distributive education student concentrating on the major areas of career development, advertising, display, and salesmanship. Besides describing the individual project, technique, behavioral objective, procedures, timing, and evaluation method are also specified. (LJ)

**ED 112 212** CE 005 237

Stewart, James C., Comp.

Games and Activities for Career Education. Manual for Career Education.

Knox County Schools, Knoxville, Tenn.

Report No.—VT-102-995  
Note—34p.; For related documents, see CE 005 234-236

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Career Education, Class Activities, \*Classroom Games, Elementary Education, Primary Education, Resource Materials

The program document provides games and activities for primary and elementary grades which may be adapted to various career clusters. Most of the games may be constructed by the class. Illustrations and diagrams are provided, and each game specifies the grade level for which it is intended. (Author/MF)

**ED 112 213** CE 005 238

Sullivan, Robert E.

Career Resource Center: A Handbook for Implementation. Publication No. 0002.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No.—VT-102-000  
Pub Date Jun 75

Note—96p.; Appendix Q will not reproduce in microfiche

Available from—New Jersey Vocational-Technical Curriculum Lab., Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Career Education, Delivery Systems, Facility Guidelines, \*Facility Planning, High Schools, \*Information Sources, \*Resource Centers, Secondary Education  
Identifiers—\*Career Information Centers, New Jersey

The handbook is designed to help educators who are considering the establishment of a career resource center. Based primarily on the writer's experience, the document is intended to provide practical assistance in the organization of a high school career resource center. The document is organized around the eight chapter headings of determination of role, physical facilities, staff, public relations, collection of information, delivery system, evaluation, and job placement.

The appendixes make up half of the document and include material used in implementing career resource centers in New Jersey: career center floor plans, correspondence, forms, careers related to subject areas, an explanatory flyer for students, and evaluation instruments. (LJ)

**ED 112 214** 95 CE 005 239

Task Analysis for Industrial Plastics.

Washington State Coordinating Council for Occupational Education, Olympia.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-001

Bureau No.—72-2327

Pub Date Jan 73

Contract—OEC-460-70-014

Note—81p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Course Content, Guides, Industrial Arts, \*Industrial Education, Job Skills, Job Training, \*Machine Tool Operators, Occupational Information, \*Performance Specifications, \*Plastics, \*Task Analysis  
Identifiers—\*Industrial Plastics

The guide is designed to provide a basis for effective communication between local education agencies and local advisory committees regarding industrial plastics education and to communicate national and statewide program requirements so that local advisory committees may recommend program requirements that meet local needs with due concern for State and national needs. There is recent evidence that the plastics industry as a whole is less aerospace oriented and becoming more industrial plastics oriented. Hence it is recommended that a school planning a preparatory program carefully review its objectives with its local advisory committee. The document is organized by task analysis and course objectives for the three jobs of machine and hand parts finisher, plastic bench mechanic, and plaster and plastic tooling mechanic. For each vocation, occupational information steps to accomplish each task and what constitutes satisfactory performance are described. (Author/LJ)

**ED 112 215** CE 005 240

Purdy, Joan M.

The World of Health Occupations. A Two-Year Cooperative Program.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No.—VT-102-007

Pub Date Mar 75

Note—233p.

Available from—New Jersey Vocational-Technical Curriculum Lab., Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—\*Career Education, \*Cooperative Programs, Course Content, \*Curriculum Guides, Grade 11, Grade 12, Health Occupations, \*Health Occupations Education, Human Body, Human Development, Legal Problems, Nutrition Instruction, \*Secondary Education, Teaching Procedures, Unit Plan  
Identifiers—New Jersey

The two-year cooperative health occupations program curriculum guide was prepared to introduce to the schools, and more importantly to the student, the vocational opportunities to be found in health careers. The student's elected goal should lead to employment upon graduation because of specialized training, and may open doors to advanced education to prepare for a more advanced position in the health field. The document consists of seven units for the junior year: (1) orientation to school and health occupations, (2) introduction to aspects of health and human behavior, (3) growth and development of the person, (4) introduction to legal aspects, (5) body structure and functions, (6) skills related to health occupations, and (7) nutrition. The senior year consists of an orientation to the world of work. Each unit begins with an introduction and then is organized by content, teacher activities, student activities, and desired behavioral outcome. Appended are materials for testing, student records, and lists of recommended textbooks and audiovisual aids. (Author/LJ)

**ED 112 216** CE 005 241

Person, William E.

Develop a Pre-Vocational Program for Freshmen Students in a Comprehensive Area Vocational School. Final Report.

Hammond School City, Ind.

Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Report No.—VT-102-009

Pub Date 31 Mar 75

Note—41p.; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Area Vocational Schools, Building Trades, \*Career Education, \*Curriculum Development, Developmental Programs, Electrical Occupations, Electricity, \*Grade 9, Graphic Arts, \*Instructional Materials, Metal Working Occupations, \*Prevocational Education, Program Development  
Identifiers—Indiana (Hammond)

A project designed to develop a prevocational program for grade 9 students in a comprehensive area vocational school is described in this final report. The major goals of the project were to enable students to make wise career choices and to develop better work habits and attitudes. Other goals were to identify the possible need for 10th grade prevocational programs and to further involve the community in the process of vocational education. A total of 66 unit packets were written for the cluster areas of graphics, metals, construction, and electricity/electronics. Each of the packets included instruction sheets, audiovisual materials, suggested field trips, and appropriate evaluation instruments. Occupational analysis was used as the basis for package development. The packages are currently being field tested. Appended materials (25 pages) include sample instructional materials and work sheets, a complete unit on basic electricity, and a list of completed units. (VA)

**ED 112 217** CE 005 242

Pace, Frank

Barbering. A Teacher's Guide.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No.—VT-102-008

Pub Date Apr 75

Note—76p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Barbers, \*Course Content, Facility Requirements, \*Secondary Education, Skill Development, State Standards, \*Teaching Guides, \*Trade and Industrial Education, Vocational High Schools, Work Experience  
Identifiers—New Jersey

The course outline emphasizes the trade of barbering and is intended to be part of a complete course of instruction which provides both a thorough foundation in the fundamental skills and knowledge of the barber trade and the development of good work habits and attitudes, including an appreciation of the importance of safety. The student is intended to have actual barber shop experience in conjunction with this high school level course. The introduction to this guide presents information about how to set up the course, including facilities needed and New Jersey State law. Course content outlines are presented for the areas of: (1) shop safety and sanitation, (2) history of barbering, (3) practical skills, (4) tool information, and (5) personal hygiene and health habits. Related and theoretical course content is also available. Student information sheets, lesson plans, and teacher's aids complete the document. (LJ)

**ED 112 218** 95 CE 005 243

Cane, Robert A.

Effective Retail Sales Techniques.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-016

Note—255p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townsend Hall, Columbus, Ohio 43210 (No Price given)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

**Descriptors**—Adult Vocational Education, Case Studies, Educational Programs, \*Instructional Materials, \*Manuals, \*Retailing, \*Salesmanship, \*Sales Occupations, Secondary Education  
The manual is a 12-hour program for adults who are working or preparing to work as retail salespeople. It can also be used as a summarization manual for high school students. The manual consists of five sessions which take the individual from the human aspect of sales to the related sales technique. The sessions are entitled: employee and customer relations, approaches and presentations, objections and closing the sale, suggestion selling, and sales demonstrations. Each session provides an instructional outline, related methods, and appropriate handouts and transparency originals. The appendix lists keys of session evaluation, promotional devices, suggested films, case studies, and supplementary handouts and transparency masters. (NJ)

**ED 112 219** 95 CE 005 244

*Guarino, Sam*

**Communications for Supervisors.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-014

Pub Date Mar 74

Note—120p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Communication Skills, Group Discussion, Instructional Materials, Interpersonal Competence, \*Leaders Guides, \*Leadership Training, \*Seminars, \*Supervisory Training

The essentials and techniques of effective communication are presented in the guide designed as a source book for leaders conducting a communications seminar. General suggestions for leading a group discussion and some specific suggestions for activities which involve the seminar participants are presented. Factual information relating to effective communication and providing a basis for discussion is arranged by topical heading. The guide is divided into six units entitled: (1) purposes and people, (2) responsibilities and roadblocks, (3) persuasion and principles, (4) listening and leadership, (5) media and messages, and (6) motivation and management. Appended are supplemental aids including activities, handouts, and transparency originals. (VA)

**ED 112 220** CE 005 245

*Koeninger, Jimmy G.*

**Simulations and Games. A Guidebook for Distributive Education.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No.—VT-102-105

Note—83p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Abstracts, Directories, \*Distributive Education, \*Educational Games, \*Resource Guides, \*Simulation

The guidebook for the teacher-coordinator of distributive education presents abstracts of 57 games and simulations. Each abstract provides a brief overview of the game or simulation, as well as author, publisher, cost, copyright date, time required, and number of players required. The abstracts are sequenced in alphabetical order. A topical index is also provided for the instructor who wishes to locate abstracts of games or simulations appropriate to a particular subject such as economics, human relations, banking, or collective bargaining. Directories of publishers, newsletters, professional organizations, and centers for simulation development are also included. A brief bibliography is appended. (NJ)

**ED 112 221** 95 CE 005 246

*Koeninger, Jimmy G. And Others*

**An Environmental Simulation: Local and State Leadership Development.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-017

Pub Date [73]

Note—75p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Distributive Education, Evaluation, \*Instructional Materials, Leaders Guides, \*Leadership Training, Simulated Environment, \*Simulation, Student Organizations, \*Youth Clubs, Youth Leaders

**Identifiers**—DECA, \*Distributive Education Clubs of America

The purpose of the leadership development training package is to provide an environmental simulation for preparing local and State officers in the Distributive Education Clubs of America (DECA). The package presents the participant with a learning environment relevant to the future role of DECA officer by allowing him or her to experience a variety of tasks performed by the DECA officers. The participant is exposed to scripts and communications typically experienced by local and State DECA leaders. The appendix includes the evaluation of the leadership development workshops conducted at the 27th Annual Career Development Conference in Atlantic City, New Jersey in May 1973, during which these leadership training materials were pilot tested. (NJ)

**ED 112 222** CE 005 247

*Cicchetti, Elric A.*

**Marketing Competencies: A Core Course of Study.**

Rutgers, The State Univ., New Brunswick, N.J.

Report No.—VT-102-002

Pub Date 73

Note—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Core Courses, \*Curriculum Design, \*Curriculum Evaluation, \*Distributive Education, Educational Objectives, Lesson Plans, \*Marketing, Performance Based Education, Task Analysis, Taxonomy

The document provides a systematic analysis of curriculum in marketing, focusing on the design and evaluation of a vocational course in the distributive education curriculum. The core course, entitled basic marketing, was selected because marketing competencies are essential to every distributive education student. The following areas are included: (1) taxonomy of marketing competencies; (2) educational objectives for marketing competencies; (3) an interview form to collect data on course objectives pertaining to the marketing competencies; (4) a categorization of objectives based on Yagi's Taxonomical System; (5) a matrix of marketing competencies to illustrate high school entry level occupational areas, marketing competencies, and objectives; (6) an instrument for task analysis; and (7) a set of six brief lesson plans. (Author/LJ)

**ED 112 223** 95 CE 005 248

*Benner, Sandy*

**Department Store Problems. An In-Basket Simulation.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-108

Note—95p.

Available from—Distributive Education Materials Lab, Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Decision Making, \*Distributive Education, Instructional Materials, Job Training, Learning Activities, Management Games, \*Problem Solving, \*Retailing, Secondary Education, \*Simulation, Vocational Education

The in-basket simulation package was designed to help students learn about working in a department store. Various activities commonly occurring in retailing are simulated through the use of written memos and telephone messages. The learning activities were written for use in either a traditional classroom or a model store. The goal of the package is to acquaint the student with situations surrounding various tasks that must be performed in a store. The scope of topics presented was reduced to functions rather than positions in an effort to better enable the students to identify with the actual units of work to be performed. (Author/VA)

**ED 112 224** CE 005 249

*Koeninger, Jimmy G.*

**You Be the Judge: Display.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No.—VT-102-049

Note—37p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Distributive Education, Exhibits, Instructional Aids, \*Instructional Materials, Marketing, \*Merchandising, \*Resource Units, Visual Aids

**Identifiers**—Visual Merchandising (Displays)

The instructional package was developed to provide the distributive education teacher-coordinator with visual materials that can be used to supplement existing textbook offerings in the area of display (visual merchandising). Designed for use with 35mm slides of retail store displays, the package allows the student to view the slides of displays and identify the principles of display employed. The student then rates the displays in comparison with those of display experts. The package could also be used for individual study as well as for review purposes by students wishing to participate in local, State, or national competition. Included in the package are performance objectives, display checklists and rating sheets, and rating sheet profiles. A list of recommended readings also appears. (NJ)

**ED 112 225** CE 005 250

*Koeninger, Jimmy G.*

**You Be the Judge: Newspaper Advertising Layout.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No.—VT-102-020

Note—48p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Case Studies, Instructional Materials, Journalism, \*Layout (Publications), \*Learning Activities, \*Marketing, \*Newspapers, Publicize, Slides

The learning package is designed to provide the marketing educator with a culminating activity for an instructional unit focusing on advertising layout principles and procedures. It is to be used in conjunction with 35mm slides of newspaper advertisements, which the student views and rates in comparison with the ratings of a panel of experts. A motivational device is employed in awarding the students "profile points" based upon their ratings. Each of the 10 case studies includes background information, advertising copy, and copy rating profile. A checklist of advertising layout principles and layout rating sheet are also included. (Author/NJ)

**ED 112 226** CE 005 251

*Everhardt, Richard M.*

**Dictionary of Marketing Terms.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No.—VT-102-021

Note—104p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Definitions, \*Dictionaries, \*Distributive Education, Economics, Investment, \*Marketing, Reference Books, Retailing, Wholesaling

A listing of words and definitions compiled from more than 10 college and high school textbooks are presented in this dictionary of marketing terms. Over 1,200 entries of terms used in retailing, wholesaling, economics, and investments are included. This dictionary was designed to aid both instructors and students to better understand the terminology that appears in texts which are used in distributive education courses. (VA)

**ED 112 227** 95 CE 005 252

*Brockway, Jerry*

**Store Security. Credit Card Fraud.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-022

Pub Date [72]

Note—57p.; For related documents, see CE 005 253-255 and CE 005 260

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townsend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adult Education, Course Content, Credit (Finance), \*Distributive Education, \*Prevention, Retailing, Sales Workers, Security, \*Stealing, \*Teaching Guides  
Identifiers—\*Credit Card Fraud

The manual, intended for use by adults and not in the high school classroom situation, presents material directed toward assisting in the reduction of credit card crime. This teaching guide is organized in three sections which deal with the nature of and major reasons for credit card fraud, the types of hot card runners, and methods of reducing credit card losses. The format of the materials is a two-column arrangement, headed instructional outline and methods. Appropriate handouts accompany each lesson and a list of references is appended. (LJ)

ED 112 228 CE 005 253

Hawley, Dean A.

Store Security: Check Cashing Procedures and Cash Handling Control.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No.—VT-102-023

Note—77p.; For related documents, see CE 005 252-255 and CE 005 260

Available from—Distributive Education Materials Laboratory, Ohio State University, 1885 Neil Avenue, 115 Townsend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Course Content, Credit (Finance), \*Distributive Education, Instructional Materials, \*Prevention, \*Retailing, Sales Workers, Security, \*Stealing, \*Teaching Guides

The training course is designed to develop the awareness needed in accepting checks, as well as what to do in a situation where the person is purposely passing fraudulent checks. The format of the document is a two-column arrangement with an outline of the material to be taught juxtaposed next to suggestions for teaching the material. Four sessions make up the course. They deal with how to identify bad checks and what to do to try to recover from the loss of accepting a bad check. Suggested promotional materials and handouts are also included. (LJ)

ED 112 229 CE 005 254

Everhardt, Richard M.

Store Security: Internal Shrinkage Control.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No.—VT-102-024

Note—115p.; For related documents, see CE 005 252-255 and CE 005 260

Available from—Distributive Education Materials Laboratory, Ohio State University, 1885 Neil Avenue, 115 Townsend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Course Content, \*Distributive Education, Employee Responsibility, Prevention, \*Retailing, \*Sales Workers, Security, State Legislation, \*Stealing, \*Teaching Guides, Transparencies

Identifiers—\*Employee Theft, Ohio, Shoplifting

The document presents a 10-week training program designed to provide helpful and proven methods for controlling internal shrinkage in retail stores. Shrinkage includes the three problems of shoplifting, employee theft, and errors, each of which is addressed by the course. Ohio's laws are also discussed. The format for the course content section is a two-column arrangement with subject and method as headings. Also provided are transparency masters, handouts, and activities relating to the various units. (LJ)

ED 112 230 CE 005 255

Minsel, Robert Garman, Jerry

Store Security: Reducing Shoplifting.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No.—VT-102-025

Pub Date Dec 72

Note—67p.; For related documents, see CE 005 252-254 and CE 005 260

Available from—Distributive Education Materials Laboratory, Ohio State University, 1885 Neil Avenue, 115 Townsend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Case Studies, Course Content, \*Distributive Education, Instructional Materials, \*Prevention, \*Retailing, Sales Workers, Security, State Legislation, \*Stealing, \*Teaching Guides

Identifiers—Ohio, \*Shoplifting

The major purpose of the course outline presented in the document is the reduction of stealing in retail stores. The teaching outline is formatted by juxtaposing the content outline of each substantive area next to relevant activities and methods. Some of the topics covered are psychology of shoplifting, tools used by shoplifters, Ohio's law on shoplifting, and what to do to reduce shoplifting or if a shoplifter is spotted. Also included are two case studies, handouts for the various units, tests, and a program format for a shoplifting seminar. (LJ)

ED 112 231 95 CE 005 256

Canei, Robert A.

Teacher Tactics.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-026

Note—139p.

Available from—Distributive Education Materials Laboratory, Ohio State University, 1885 Neil Avenue, 115 Townsend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Adult Education, \*Check Lists, Classroom Techniques, \*Effective Teaching, Instructional Aids, Instructional Materials, Self Evaluation, \*Teaching Methods, \*Teaching Skills, \*Teaching Techniques, Testing, Visual Aids

The objective of the handbook is to acquaint the inexperienced instructor with the essential factors in the teaching situation: (1) various teaching methods, (2) effective teaching (with self-evaluation instruments), (3) how to plan and present the lesson, (4) preparing and utilizing audiovisual aids, (5) a list of sources for instructional materials, and (6) testing procedures. The suggestions contained in the handbook are also useful to the experienced instructor against which his past practices can be evaluated and hopefully improved. The last section (31 pages) presents tips on teaching adults. (Author/VA)

ED 112 232 CE 005 257

Human Relations Revised. A Training Course for People Who Manage People.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No.—VT-102-027

Note—192p.; For related document, see CE 005 258

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townsend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Course Content, \*Human Relations, \*Instructional Materials, Job Satisfaction, Leaders Guides, \*Management Development, Management Education, Organizational Communication, Organizational Development, Personality, Problem Solving, \*Supervisory Training, \*Teaching Guides

A revision of the leader's manual, "Human Relations Training for Supervisory Personnel in Sales and Merchandising Organizations," the human relations training manual for supervisors consists of eight two-hour sessions. The first session is devoted to laying a framework for developing a human relations attitude. The second, third, and fourth sessions are devoted to the "four keys of good human relations." Session five covers communication. Grievances and discipline are covered in session six, and the seventh and eighth sessions cover the "four step method to problem solving." Materials for handouts and transparencies are provided at the end of each session. (Author/VA)

ED 112 233 CE 005 258

Koeninger, Jimmy G.

Human Relations Games. Book One.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No.—VT-102-034

Note—57p.; For related document, see CE 005 257

Available from—Distributive Education Materials Laboratory, Ohio State University, 1885 Neil Avenue, 115 Townsend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Communication Skills, Decision Making Skills, Group Activities, Group Dynamics, \*Human Relations, \*Instructional Materials, \*Leaders Guides, Management Education, \*Management Games, Post Secondary Education, Problem Solving, Secondary Education

The need for classroom materials which encourage total student involvement served as the basis for the manual. Four games related to the development of human relations skills are presented. In the first game, participants compete as members of a team in performing a task under three types of communication situations: (1) one-way communication, (2) two-way communication, and (3) two-way communication plus visual aids. The second game emphasizes skills in goal-setting both for individuals and groups. The third gaming activity demonstrates the need for cooperation among members of a group to accomplish a group task. The fourth game provides the participants with an opportunity to identify the principles of group consensus making. Performance objectives, required materials, and procedures for conducting the activity are specified in detail for each game. (VA)

ED 112 234 CE 005 259

Hawley, Dean A.

A Training Course for Waiters and Waitresses.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No.—VT-102-028

Note—138p.; Not available in hard copy due to marginal reproducibility

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townsend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Course Content, Curriculum Guides, \*Food Service Occupations, \*Food Service Workers, Human Relations, \*Instructional Materials, \*Job Training, Occupational Home Economics, Sanitation, \*Teaching Guides

The tremendous growth of the food service industry has created a need for well-trained employees in the restaurant business. This manual provides material for waiter and waitress training in developing the overall required skills. The course is presented in four major sections: (1) relations-human and customer, (2) sanitation and food handling, (3) preparation and service, and (4) sequence of service and presenting the check. Each section consists of a three-hour session which can be expanded or shortened as required. Overhead masters, handouts, and sketches of needed materials are included at the end of each section. (VA)

ED 112 235 95 CE 005 260

Everhardt, Richard M.

Shoplifting Prevention.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-029

Note—30p.; For related documents, see CE 005 252-255

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townsend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Crime, Individual Instruction, Individual Tests, \*Prevention, \*Programed Instruction, \*Retailing, Sales Workers, \*Stealing  
Identifiers—\*Shoplifting

The retailers' concern about shoplifting and shoplifting losses provided impetus for the development of this programed text. The self-instructional booklet is designed for all retail employees as an aid to preventing financial losses to the store caused by shoplifting. The common characteristics of shoplifters, methods used by shoplifters, and a method of apprehending



shoplifters are examples of topics included in the text. (VA)

**ED 112 236** 95 CE 005 261

*Koeninger, Jimmy G.*

**The Merchandising Game.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-030

Note—30p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Decision Making, Economic Education, Economics, Educational Games, \*Instructional Materials, \*Management Games, \*Merchandising, \*Simulation, Teaching Guides, Worksheets

The decision-making game is built on a model which adheres to the economic principles of supply and demand. Game participants are faced with the task of generating profit in a simulated competitive situation. The game provides the opportunity for participants to gain a greater understanding of: (1) the relationship between income and costs and resulting profit, (2) the complexity of the buying process, and (3) the income statement. An instructor's guide, worksheets for game players, and teacher information forms are included in the manual. (VA)

**ED 112 237** 95 CE 005 262

*Kuebler, Gary L.*

**Going Into Business for Yourself.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-031

Note—274p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—\*Business Administration, Distributive Education, Experimental Curriculum, Grade 11, Grade 12, \*Instructional Materials, Lesson Plans, \*Management Education, Merchandising, Publicize, \*Retailing, \*Secondary Education, Student Projects, Teaching Methods

Identifiers—\*Entrepreneurs

The purpose of the experimental curriculum is to give grade 11 and grade 12 students an understanding of the problems and decisions that face every businessman in starting and managing a business. Included in this manual are 15 lesson plans and a major student project. The project attempts to serve as a culminating activity for many of the topics discussed throughout the school year in distributive education classes. The project is flexible and permits the teacher-coordinator to adjust both the timetable and type of assignments to his particular purposes. The lesson plans were written so that the material could be presented in 20 minutes or less. (Author/VA)

**ED 112 238** CE 005 263

*Canei, Robert A.*

**Training in Your Community for Tourism.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-032

Note—199p.; Pages 127-35 have been deleted because the material is copyrighted

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Adult Vocational Education, \*Community Programs, Developmental Programs, Distributive Education, Human Relations, \*Instructional Materials, Publicize, Service Occupations, \*Teaching Guides, \*Tourism, Travel

Because many different types of service occupations and industries may be involved with tourists, the manual has been developed so that the instructor may add or delete from its content.

The manual contains topical outlines and suggestions for instructors in four sessions. Other sections for program development contained in the manual are agenda and class evaluations, films, slides, promotional material, and supplementary information such as tourism statistics, a speech on tourism, a facilities checklist, projects to develop tourism, sources for assistance, and Ohio tourism facts. (MF)

**ED 112 239** 95 • CE 005 264

*Knox, Phil*

**The School Store. A Retail Laboratory for D.E. [Distributive Education].**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-033

Note—120p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Distributive Education, Guidelines, Instructional Materials, Learning Experience, \*Merchandising, \*Project Training Methods, Recordkeeping, Records (Forms), \*Retailing, \*Salesmanship, Secondary Education, Training Laboratories, Work Experience

Identifiers—Ohio (Toledo), \*School Stores

High school distributive education retail laboratories (school stores) provide practical experiences in an actual store environment. The manual presents information to assist coordinators in creating a distributive education retail laboratory or for improving an existing operation. Sections include preparing proposals to start a school store, vendor's license and sales tax, store policies, wholesalers, store layout, equipment purchase policies, promotional ideas, and 41 pages of sample forms used in financial, appraisal, budgetary, and inventory control. The manual was developed in cooperation with distributive education coordinators at the school store workshop, Toledo, Ohio in March 1974. (MF)

**ED 112 240** 95 CE 005 265

*Hepner, Tom*

**Industrial Sales Decision-Making.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-035

Note—79p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Course Content, \*Decision Making Skills, Distributive Education, Industrial Personnel, \*Industry, \*Instructional Materials, Learning Activities, \*Salesmanship, Secondary Education, Simulation, \*Teaching Guides

In high school distributive education classes the selling function is usually interpreted as it relates to retail sales. The industrial sales representative, however, must act on his own in the field, making decisions without consultation with his superiors. As the total distributive education program grows in sophistication, there is a need to provide curriculum materials for the young person who may be interested in industrial selling. This document presents decision-making exercises developed for the advanced distributive education student who has already completed courses in basic selling and other marketing functions. The material is broken down into separate exercises or modules. Completion time for each will range from one class period to a week. Each exercise includes a decision situation, objectives and activities, pre-and post-tests, and teacher data. The teacher-coordinator may evaluate the student or discuss the exercise after the student's self-evaluation. (MF)

**ED 112 241** 95 CE 005 266

*Canei, Robert A.*

**The Art of Delegating.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-036

Note—117p.

Available from—Distributive Education Materials Laboratory, Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Administrator Guides, Administrator Role, \*Adult Education, Distributive Education, \*Instructional Materials, \*Management Development, \*Professional Continuing Education, Secondary Education, Talent Utilization, Transparencies

The problems that develop from delegation, as well as those which develop because of the lack of it, have received increasing attention in recent years. The manual presents a program based on the art of delegating authority and responsibility from a management perspective. The course is designed to help managers realize the value of delegation by understanding what and how to delegate and by identifying ways to overcome the forces working against delegation. The program can be conducted in 7 to 20 hours, depending on the background of the individuals in the program. The course was developed for the adult training level, but it can also be used for high school distributive education students and in postsecondary management training. The manual includes transparencies and a listing of films which are annotated. (VA)

**ED 112 242** CE 005 267

*Shashack, Willard F., Ed.*

**Occupational Safety and Health Act Handbook for Vocational and Technical Education Teachers.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Report No.—VT-102-038

Pub Date Jul 74

Note—75p.

Available from—Urban Education Development Laboratory, Department of Vocational and Technical Education, University of Illinois at Urbana, 357 Education Building, Urbana, Illinois (No price given)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Accident Prevention, \*Check Lists, Federal Legislation, Guidelines, High School Students, Reference Materials, Safety, \*Safety Equipment, \*School Safety, \*School Shops, Secondary Education, Standards, \*Trade and Industrial Teachers, Vocational Education Teachers

Identifiers—\*Occupational Safety and Health Act 1970

The purpose of the handbook is to assist the school shop teacher in participating in voluntary compliance with the standards and regulations of the Occupational Safety and Health Act of 1970. The first major section deals with general shop safety and how the shop teacher can use the checklist to control possible safety violations in his shop. The following chapters are of a specific nature, with checklists to meet requirements for the common areas of vocational education: machine tool, welding, woodworking, electricity, automotive, and drafting. At the conclusion of the guide, there is a section dealing with general recordkeeping and accident reporting, a time table for implementation of safety standards, and a suggested instructional reference list. (Author/AJ)

**ED 112 243** CE 005 268

*Hale, Allen Hamilton, John W.*

**Police Traffic Services Basic Training Program.**

Course Guide, Volume 1 of 3.

Dunlap and Associates, Inc., Darien, Conn. Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-800-718; VT-102-039

Pub Date Oct 72

Note—48p.; For volume 2, see ED 083 481; For volume 3, see CE 005 269

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5003-00092, \$0.60)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Course Descriptions, \*Course Organization, Curriculum Guides, Inservice Education, \*Job Training, Law Enforcement, Parking Controls, Pedestrian Traffic, \*Police, Reference Materials, \*Traffic Control, \*Traffic Safety, Vehicular Traffic

Identifiers—\*Police Education

As part of a concerted effort by the U.S. Department of Transportation to improve and upgrade the effectiveness of their nationwide

highway safety program, a basic training program for police traffic services was developed. The guide contains a description of the overall training program; suggestions for course planning including the scheduling of lessons, class size, prerequisites for students and instructors, training facilities and resources; instructor and student materials; guidelines for conducting the course; and recommendations for measuring student achievement. Appended is a six-page reference list. (Author/VA)

**ED 112 244** 95 CE 005 270  
Competency Based Education. An Annotated Bibliography.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-044

Pub Date 74

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Agricultural Education, \*Annotated Bibliographies, Business Education, Health Occupations Education, Home Economics Education, \*Performance Based Education, \*Resource Guides, Technical Education, Trade and Industrial Education, \*Vocational Education

Materials included in the bibliography were collected during 1974 for the Education Professions Development Act project, "Familiarizing Teachers with New Curriculum Materials." Objectives of this project were to train vocational teachers in competency-based curricular models. The indexed materials listed in the bibliography are grouped as follows: agricultural education (20 entries), allied health occupations education (25 entries), business and office education (31 entries), home economics education (16 entries), and trade, industrial, and technical education (52 entries). Each entry notes the availability and cost of the item. A 12-item list of general materials concludes the document. (Author/NJ)

**ED 112 245** CE 005 271

Ashtock, Irvin H. Iverson, Maynard J.  
Greenhouse Management. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-049

Pub Date 72

Note—90p.; For related documents, see CE 005 272-282

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Adult Vocational Education, Agricultural Education, Course Content, Curriculum, \*Greenhouses, Horticulture, Instructional Materials, Learning Activities, \*Nursery Workers (Horticulture), \*Teaching Guides, Unit Plan, \*Vocational Agriculture

Identifiers—Kentucky  
The unit was developed as a guide for use by teachers in planning and conducting adult classes in horticulture. The target audience is adults employed in agriculture in Kentucky. Because of the diversity in age, expertise, and experience levels of class members and instructors, the unit was designed to cover the basic areas of greenhouse management. Seven lessons have been included which may be modified or expanded to suit each particular course. Lessons are in outline form with the major headings of objective, problem and analysis, content, and suggestions for teaching the lesson. Supplementary materials in the form of illustrations and charts are provided. Appended are unit planning forms and a unit evaluation instrument. (LJ)

**ED 112 246** CE 005 272

Wise, Jack Iverson, Maynard J.  
Land Use. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-050

Pub Date 73

Note—160p.; For related documents, see CE 005 271-282; Photographs may not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Adult Farmer Education, \*Adult Vocational Education, \*Agriculture, Conservation Education, Course Content, \*Instructional Materials, \*Land Use, Learning Activities, Lesson Plans, Natural Resources, Soil Conservation, Soil Science, \*Teaching Guides, Transparencies, Unit Plan, Vocational Agriculture, Water Resources

Identifiers—Kentucky

An adult farmer course designed to develop the effective ability of land holders to plan for and implement wise land use is presented. The unit consists of eight lesson plans: (1) the importance of land use, (2) the physical and chemical properties of the soil, (3) soil testing as a tool of land use, (4) balanced fertilization of soils, (5) selection of productive crop and/or livestock programs based on wise land use, (6) soil and water conservation, (7) soil and water management for rural use, and (8) soil water management for urban use. Masters for transparencies are included for each lesson. In addition, a teaching plan for the course and other planning forms are appended. (VA)

**ED 112 247** CE 005 273

Chumblor, Fred, Jr. Iverson, Maynard J.  
Farm Finance. A Key to the Farm Business. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-051

Pub Date 72

Note—97p.; For related documents, see CE 005 271-282

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Adult Farmer Education, Adult Vocational Education, Agricultural Education, Course Content, Curriculum, Farm Accounts, \*Farm Management, Instructional Materials, Learning Activities, \*Money Management, \*Planning, Records (Forms), \*Teaching Guides, Vocational Agriculture

Identifiers—Kentucky

The document presents an adult farmer course in farm finance. It was developed especially for teaching adults employed in agriculture in Kentucky. Because of the diversity of age, expertise, and experience levels of class members and instructors, the unit was designed to cover the basic areas of farm finance. Six lessons have been included which may be modified or expanded to suit each particular course. Lessons are in outline form with the major headings of objective, problem analysis, content, and suggestions for teaching the lesson. Supplementary material in the form of illustrations and charts is provided. Appended are class planning forms and a unit evaluation instrument. (Author/LJ)

**ED 112 248** CE 005 274

Hammer, James L. Iverson, Maynard J.  
Crop Storage and Handling. An Instructional Unit for Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-052

Pub Date 72

Note—159p.; For related documents, see CE 005 271-282

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Adult Farmer Education, Adult Vocational Education, Agricultural Production, Curriculum Guides, Feed Industry, \*Field Crops, \*Grains (Food), Instructional Materials, Learning Activities, Lesson Plans, \*Storage, \*Teaching Guides, Vocational Agriculture, Young Farmer Education

Identifiers—Kentucky

Farm output projections show increases for all farm products, with large increases needed in feed grains. This instructional unit was developed to promote the effective ability of producers to plan and develop a system of storing and handling home grown grain crops for maximum profits. The unit is structured in eight lessons

which can be adapted to fit a particular teaching situation. It was designed for use as a guide by teachers in planning and conducting young adult and adult farmer classes. Transparency and handout masters are found at the end of each lesson in the unit. In addition, several suggestions for supplementary enrichment activities are listed for each lesson. Teaching forms and a course evaluation questionnaire are appended. (Author/VA)

**ED 112 249** CE 005 275

Irish, Paul Iverson, Maynard J.

Soybean Production and Marketing. An Instructional Unit for Teachers of Adult Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-053

Pub Date 72

Note—100p.; For related documents, see CE 005 271-282

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Adult Farmer Education, \*Agricultural Production, \*Curriculum Guides, Field Crops, \*Instructional Materials, Lesson Plans, Teaching Guides, \*Young Farmer Education

Identifiers—Kentucky, \*Soybeans

The instructional unit was developed for use as a guide for planning and teaching adult or young farmer classes in Kentucky. The unit consists of 12 lessons covering various aspects of soybean production and marketing. The course objective is to develop the effective ability of farmers to plan for profitable soybean production. Transparency and handout masters are included at the end of each lesson in the unit. (Author/VA)

**ED 112 250** CE 005 276

Metzger, Bruce Iverson, Maynard J.

Beef Cattle Production. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-054

Pub Date 74

Note—136p.; For related documents, see CE 005 271-282

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Adult Farmer Education, \*Adult Vocational Education, Agricultural Education, \*Agricultural Production, Course Content, Curriculum Guides, Farm Management, \*Instructional Materials, Lesson Plans, \*Livestock, Teaching Guides, Vocational Agriculture

Identifiers—\*Beef Cattle Production, Kentucky

The unit on beef cattle production is designed primarily for the adult farmer program in Kentucky as an aid to making the beef enterprise more profitable. It is aimed primarily at the commercial producer. The lessons center on some of the more important economic points in beef cattle production. Ten lessons comprise the unit, which can be adapted for local needs and situations: (1) selection and breeding for increased herd production, (2) controlling costs, (3) increasing birth rate, (4) raising calves to weaning, (5) feeding, (6) producing replacement heifers, (7) maintaining health of herd, (8) managing the stocker program, (9) equipment needs, and (10) comprehensive management planning. Several suggestions for supplementary enrichment activities are listed for each lesson. Several forms and a course evaluation instrument are appended. (VA)

**ED 112 251** CE 005 277

Grace, Clyde, Jr. Iverson, Maynard J.

Corn Production and Marketing. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-055

Pub Date 74

Note—117p.; For related documents, see CE 005 271-282

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Adult Farmer Education, Adult Vocational Education, \*Agricultural Production, Agronomy, \*Corn (Field Crop), \*Curriculum Guides, Instructional Materials, Lesson Plans, Teaching Guides, Vocational Agriculture, \*Young Farmer Education

The instructional unit designed to develop the effective ability of farmers to produce, harvest, store, and market corn profitably is structured in 11 lessons. The unit was developed as a guide for use by teachers in planning and conducting young farmer or adult farmer classes. The specific topic areas include varieties of corn, principles of germination, fertilization programs, the identification, prevention, and control of corn diseases, weed and insect control, harvesting, storing, and marketing. Transparency and handout masters are included for each lesson. Teaching forms and a unit evaluation questionnaire are appended. (VA)

ED 112 252 CE 005 278

Greer, Jerry W. Iverson, Maynard J.

**Forage Handling. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.**

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-056

Pub Date 73

Note—92p.; For related documents, see CE 005 271-282; Photographs will not reproduce well

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Adult Farmer Education, Adult Vocational Education, Agricultural Education, Agricultural Machinery, \*Agricultural Production, Crop Processing Occupations, \*Curriculum Guides, Field Crops, \*Harvesting, Instructional Materials, Lesson Plans, Storage, Teaching Guides, Vocational Agriculture, \*Young Farmer Education

Identifiers—Kentucky

The unit of instruction is designed for use by teachers in planning and conducting young farmer and adult farmer classes. The purpose of this course is to develop the effective ability of farmers to efficiently handle forages for economic livestock feed on Kentucky farms. The unit is divided into five lessons. The lessons deal with the following topics: (1) the extent of mechanization of forage handling desirable in order to produce the most economical feed, (2) harvesting forages by grazing, (3) harvesting and storage forages in barn type structures, (4) harvesting, storing, and feeding silage, and (5) harvesting, storing, and feeding forages in the field. Transparency and handout masters are found at the end of each lesson in the unit. Teaching forms and a unit evaluation questionnaire are appended. (VA)

ED 112 253 CE 005 279

Harrison, Kenneth M. Iverson, Maynard J.

**Agricultural Pesticides. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.**

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-057

Pub Date 75

Note—170p.; For related documents, see CE 005 271-282; Pages 145, 146, and 148 will not reproduce well in microfiche due to smallness of type

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Adult Farmer Education, Adult Vocational Education, Agricultural Education, \*Curriculum Guides, Disease Control, Herbicides, Insecticides, Instructional Materials, \*Pesticides, Rodenticides, Teaching Guides, Vocational Agriculture, \*Young Farmer Education

Identifiers—Kentucky

The proper use of agricultural pesticides is the major emphasis on the unit of instruction developed as a guide for use by teachers in planning and conducting young farmer and adult farmer classes. Seven lessons are included in the unit covering topical areas related to the utilization of pesticides, herbicides, insecticides, fungicides, and the development of a comprehensive pest control program. Suggestions for teaching

the lessons and suggested materials are presented. Teaching forms and a unit evaluation questionnaire are presented. (VA)

ED 112 254 CE 005 280

Howard, Shirley R. Iverson, Maynard J.

**Home Beautification. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.**

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-058

Pub Date 73

Note—313p.; For related documents, see CE 005 271-282

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—Adult Farmer Education, \*Adult Vocational Education, \*Curriculum Guides, Floriculture, Instructional Materials, \*Landscaping, \*Ornamental Horticulture, Plant Identification, Site Development, Teaching Guides, Turf Management, Young Farmer Education

Identifiers—\*Home Beautification

Ten lesson plans in the basic area of home beautification are included in the guide for use by teachers in planning and conducting youth or adult farmer classes. The major emphasis of this unit is on landscaping. The development of a landscape plan, plant identification and selection, landscape construction and maintenance, and flower specialty gardens are topics covered in the lessons. Suggestions for teaching the lesson, enrichment activities, and teaching materials are included at the end of each lesson. Teaching forms and a unit evaluation questionnaire are appended. (VA)

ED 112 255 CE 005 281

O'Bryan, Robert C. Iverson, Maynard J.

**Tree-Fruit Production. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.**

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-059

Pub Date 75

Note—125p.; For related documents, see CE 005 271-282

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Adult Farmer Education, Adult Vocational Education, Agricultural Education, \*Agricultural Production, Curriculum Guides, Instructional Materials, \*Teaching Guides, \*Trees, Vocational Agriculture, \*Young Farmer Education

Identifiers—\*Fruit Trees

Designed as a guide for teachers in planning and conducting young and adult farmer classes, the unit covers the basic areas of tree-fruit production. The format of the 10-lesson unit allows for the utilization of the problem-solving and discussion methods of teaching. The major objective of the unit is to develop the ability to effectively establish and manage a tree-fruit production enterprise. Topics of study include: orchard site selection, establishing and propagating fruit trees, pruning, soil management, thinning trees, insect and disease control, harvesting and marketing, and managing home fruit production. The appendix includes teaching forms and a unit evaluation questionnaire. (NJ)

ED 112 256 CE 005 282

Vincent, Gary Iverson, Maynard J.

**Profitable Hog Production. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.**

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-060

Pub Date 73

Note—144p.; For related documents, see CE 005 271-281

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Adult Farmer Education, Adult Vocational Education, Agricultural Education, \*Agricultural Production, Curriculum Guides,

Instructional Materials, \*Livestock, \*Teaching Guides, Vocational Agriculture, \*Young Farmer Education

Identifiers—\*Hogs

Developed as a guide for teachers in planning and conducting classes in young or adult farmer education, the 10-lesson unit covers the basic areas of hog production, selection, breeding, feeding, managing, and marketing. The format used is designed to assist teachers in utilizing problem-solving and the discussion method of teaching. The appendix includes teaching forms and a unit evaluation questionnaire. (NJ)

ED 112 257 CE 005 283

**The Tractor Electrical System. A Teaching Reference.**

American Association for Vocational Instructional Materials, Athens, Ga.; Farm and Industrial Equipment Inst., Chicago, Ill.

Report No.—VT-102-067

Note—61p.; Illustrations have color keying which will not reproduce

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Agricultural Machinery, Agricultural Machinery Occupations, \*Electrical Systems, Electric Batteries, Electricity, Equipment Maintenance, \*Farm Mechanics (Occupation), Machine Repairmen, \*Manuals, Trade and Industrial Education

The fundamental principles underlying the application of electricity to tractors and farm equipment are presented. An understanding of the material in the basic manual will enable the service man to understand better the service procedures covered in service manuals on electrical equipment. Topics dealt with are fundamentals of electricity, storage batteries, circuits, and combination motor and generator. (NJ)

ED 112 258 CE 005 284

**Tractor Transmissions. A Teaching Reference.**

American Association for Agricultural Engineering and Vocational Agriculture, Athens, Ga.; Farm and Industrial Equipment Inst., Chicago, Ill.

Report No.—VT-102-062

Note—29p.; Illustrations have color keying which will not reproduce

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Agricultural Machinery, Instructional Materials, \*Manuals, \*Power Mechanics, \*Tractors, Trade and Industrial Education

Identifiers—Transmissions (Automotive)

The manual was developed as a reference for teaching students about transmissions in farm tractors. The manual is divided into five sections: (1) transmission history, (2) gears and bearings in transmission, (3) sliding-gear transmissions, (4) planetary gearing, and (5) glossary. The working principles of the sliding-gear transmission, the most extensively used transmission in farm tractors are described in detail. (VA)

ED 112 259 CE 005 285

**Tractor Hydraulics. A Teaching Reference.**

American Association for Vocational Instructional Materials, Athens, Ga.; Farm and Industrial Equipment Inst., Chicago, Ill.

Report No.—VT-102-063

Note—48p.; Illustrations have color keying which will not reproduce

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Agricultural Machinery, Fluid Power Education, \*Hydraulics, Instructional Materials, \*Manuals, Power Mechanics, \*Tractors, Trade and Industrial Education

The manual was developed to help provide a better understanding of how and why hydraulic principles serve the purposes of weight reduction, increase of physical effort, and more precise control to machines of all types. The four components that are necessary to have a workable hydraulic system—a reservoir, a pump, a valve, and a motor (cylinder) are described in detail. Special emphasis is given to farm and industrial equipment applications. (VA)

ED 112 260 CE 005 286

**Ball and Roller Bearings. A Teaching Reference.**

American Association for Vocational Instructional Materials, Athens, Ga.; Farm and Industrial Equipment Inst., Chicago, Ill.

Report No.—VT-102-064

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage



Descriptors—\*Instructional Materials, \*Manuals, \*Mechanical Equipment, Trade and Industrial Education  
Identifiers—\*Bearings

The manual provides a subject reference for ball and roller bearings. The following topics are included: (1) bearing nomenclature, (2) bearing uses, (3) bearing capacities, (4) shop area working conditions, (5) bearing removal, (6) bearing cleaning and inspection, (7) bearing replacement, (8) bearing lubrication, (9) bearing installation, (10) bearing failures due to improper servicing, (11) installation running inspection, and (12) bearing adjustment theory. (VA)

**ED 112 261** CE 005 287  
Gealt, Rochelle

**Kenny Career in Transportation Land.**  
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.  
Report No.—VT-102-066  
Pub Date Jun 75

Note—85p.  
Available from—New Jersey Vocational Technical Curriculum Laboratory, Building 4103 Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Activity Units, \*Career Awareness, \*Career Education, \*Enrichment Activities, \*Grade 1, \*Instructional Materials, \*Kindergarten, \*Learning Activities, \*Occupational Clusters, \*Primary Education, \*Transportation, \*Worksheets

The publication is the first in a series of activity books for kindergarten and first grade students. The activity book consists of materials for the teacher, including lesson objectives, narration, activities, resources, and student materials. The book aims to foster knowledge about careers while improving basic skills. The unit focuses on the occupational cluster of transportation. The teacher should view this as a resource for supplementing regular classroom instruction. (Author/VA)

**ED 112 262** CE 005 288

Spencer, Frederick  
**Introduction to the Control of Electric Motors.**  
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.  
Report No.—VT-102-067  
Pub Date Mar 75

Note—117p.  
Available from—New Jersey Vocational Technical Curriculum Laboratory, Building 4103 Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$3.00 plus postage)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Course Content, \*Curriculum Guides, \*Electric Circuits, \*Electricity, \*Electric Motors, \*Electronic Control, \*Instructional Materials, \*Secondary Education, \*Vocational Education

The fundamentals of electric circuits and electric machines are presented in the text, with an emphasis on the practical operation rather than on mathematical analyses of theories involved. The material contained in the text includes the fundamentals of both D.C. and A.C. circuits together with the principles of magnetism and electro-magnetic induction, so as to provide a foundation for the understanding of the principles of electric machinery operation. Application of these fundamentals is made in the discussion of D.C. generators, D.C. motors, transformers, A.C. generators, induction motors, synchronous motors, single-phase motors, and polyphase motors. Review questions are included at the end of each lesson for evaluating student progress or for class discussion. (NJ)

**ED 112 263** 95 CE 005 289  
**Improve Instructional Capabilities of Part-Time Vocational Education Call-Staff. Final Report.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.  
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Sep 74  
Note—84p.; Page III-4 was removed due to lack of reproducibility of the original

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Adult Vocational Education, Evening Students, \*Inservice Teacher Education, Lesson Plans, \*Part Time Teachers, Program Descriptions, \*Teacher Improvement, \*Teacher Workshops, Vocational Education Teachers  
Identifiers—Wisconsin

The purpose of the project was to plan and conduct workshops designed to upgrade the basic teaching skills of part-time vocational teachers in the Wisconsin Vocational-Technical Adult Education System. The project consisted of designating the pedagogical skills to be learned, developing an instructional booklet to be correlated with the workshop agenda, conducting four separate one-day workshops, and evaluating the impact of the workshops and materials on the teaching skills of the participants. Although the immediate response was enthusiastic, the follow up survey two months later indicated that teachers may need more time to develop basic teaching skills. The report summarizes the project, outlines the procedures utilized in developing the workshops, and presents the evaluation results. The 20-page "Improving Instructional Skills" booklet used for the teacher training workshops is appended, along with a teacher evaluation checklist, additional project-developed lesson plans, an inservice workshop procedural outline for call-staff, and project correspondence. (Author/NJ)

**ED 112 264** 95 CE 005 290

Horn, Fern M. Barsness, Anita O.  
**Instructional Materials for Use with Educable Mentally Retarded Students Enrolled in Home Economics Classes.**

Wisconsin Univ., Stevens Point.  
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Report No.—VT-102-070  
Pub Date May 75  
Note—312p.; For related document, see CE 005 291

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

Descriptors—\*Annotated Bibliographies, Behavioral Objectives, Child Development, Clothing Instruction, Consumer Education, \*Educable Mentally Handicapped, Family Relationship, \*Home Economics Education, Individual Development, \*Instructional Materials, Nutrition

The instructional materials are intended for use with the educable mentally handicapped students who are mainstreamed into home economics classes. The materials are divided into five substantive content areas: (1) child development, (2) personal development, (3) clothing and textiles, (4) consumer education, and (5) foods and nutrition. The lessons within each area provide teaching guidelines (performance objectives, instructional approach, and instruction for evaluation) and varied instructional materials (exercises, tests, games, illustrations, and handouts). A 68-page annotated bibliography of instructional materials for use by home economics teachers with educable mentally handicapped students is appended. (VA)

**ED 112 265** 95 CE 005 291

Horn, Fern M. Barsness, Anita O.  
**Development of Instructional Materials for Use by Home Economics Teachers with EMR Students.**

Wisconsin Univ., Stevens Point.  
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Report No.—VT-102-071  
Pub Date Jun 75  
Note—31p.; For related document, see CE 005 290

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Curriculum Development, \*Educable Mentally Handicapped, \*Evaluation, \*Home Economics Education, \*Instructional Materials, Questionnaires, Tables (Data), \*Teacher Response, Teacher Workshops

The purpose of the project was to continue with the development, analysis, revision, and dissemination of curriculum materials for use by home economics teachers with educable mentally handicapped students which had been initiated during an earlier phase. The developed materials were field tested with students enrolled in home economics classes where the specific concept was being covered. The materials were used with all

enrolled students. The materials were also field tested with 28 teachers. The instructional materials were revised based on data analysis and suggestions of the teachers. Inservice programs and workshops were conducted to aid teachers in the development and utilization of materials. The evaluation instrument is appended. (Author/VA)

**ED 112 266** CE 005 300  
**Establish Criteria for Student Performance in a Vocational Education Program. Module D-1. Professional Vocational Teacher Education Module.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Report No.—VT-102-080  
Pub Date 11 Dec 72  
Note—30p.; For related documents, see CE 005 301-304

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Educational Assessment, Evaluation Criteria, Instructional Materials, \*Learning Activities, \*Performance Based Education, \*Performance Criteria, Student Evaluation, Study Guides, \*Teacher Education Curriculum, \*Vocational Education Teachers

The module, part of a vocational teacher education curriculum unit, provides instruction in the establishment of criteria for student performance in vocational education programs. Establishing these overall criteria involves determining the points in time for performance assessment, the performance objectives to be achieved, and the level of performance required at each assessment. The module contains four learning experiences, each with objectives, activities, and outcomes stated in behavioral terms. A supplementary section includes two information sheets for establishing and charting criteria for student performance, a case situation for one of the learning experiences, checklists, and a critique form for establishing student performance criteria. (NJ)

**ED 112 267** 95 CE 005 369

**Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 8, Number 4.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75  
Note—178p.

Available from—AIM/ARM, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Annual, Calendar-year subscription \$34.00, six issues plus index)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Abstracts, \*Educational Research, \*Instructional Materials, \*Literature Guides, \*Technical Education, \*Vocational Education

The publication is presented with the purpose of providing educators easy access to current materials relevant to vocational-technical instruction and research. In the abstract section instructional materials (75 items) are followed by research materials (75 items) with the subject and author indexes providing access to both categories. The subject index descriptors are those listed in "Thesaurus of ERIC Descriptors." The Projects in Progress section opens with a title by State index and provides abstracts of seven curriculum projects and a directory of curriculum coordination centers. A title by State index provides access to 82 research projects in progress funded by the Vocational Education Amendments of 1968 (Public Law 90-576), Parts C, D, and I. A State directory of research coordinating units is provided. VT numbers included are VT 101 801 to 101 950. (SA)

**ED 112 268** CE 005 417

**National Advisory Council for Career Education: Interim Report with Recommendations for Legislation.**

National Advisory Council for Career Education, Washington, D.C.

Pub Date Nov 75  
Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Career Education, \*Educational Finance, \*Educational Legislation, Educational Philosophy, \*Educational Planning, Educational Policy, Educational Programs, Elementary Secondary Education, \*Federal Legislation,

Federal State Relationship, Inservice Teacher Education, Program Development, Program Evaluation, State Federal Support  
Identifiers—NACCE, \*National Advisory Council For Career Education

The report of the National Advisory Council for Career Education (NACCE) presents a design for structuring and legislatively implementing elementary and secondary career education at the national level. Part 1 of the report, recommendations for career education legislation, provides a funding schedule over a five-year period to accomplish nine major objectives: State plans for career education; statewide coordination of career education; statewide evaluation of career education; career education review for school board members, school administrators, and community leaders; inservice development of instructional personnel; inservice development of career education counselors; appointment of local career education coordinators; preparation of career education coordinators; and purchase of career education instructional materials and supplies for local schools. Part 2, statement of rationale, argues that the U.S. is ready for extending the developmental authority of the Commissioner of Education through Federal legislation to further integrate career concepts into the mainstream of American education. Furthermore, it proposes the adoption of new Federal legislation designed to assist the States in implementing career education. Part 3, membership and activities of the Council, lists Council members and commissioned papers, and describes the Council's organizational activities, structure, meetings, and various committees. (Author/JR)

## CG

ED 112 269 CG 008 623

Kahn, Malcolm Holroyd, Kenneth  
Drug Involvement and Academic Striving.  
Pub Date [73]

Note—9p.; Hard copy not available due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Achievement, Academic Aptitude, College Students, \*Drug Abuse, Grade Point Average, \*Motivation, \*Performance Factors, Research Projects, \*Sex Differences, Speeches, Surveys

Identifiers—\*College Behavior Questionnaire

This study attempted to clarify the relationship between drug involvement and academic accomplishments. Unlike other studies, it was controlled for aptitude and sex. In a structured interview, the College Behavior Questionnaire (CBQ) was administered to 77 male and 67 female student subjects. Based on the CBQ results three groups were identified: 26 male and 22 female nonusers of drugs (NU), 30 female and 29 male moderate users (MU), and 15 female and 22 male heavy users (HU). The cumulative grade point average (GPA) of the Ss was the measure of academic achievement. An estimate of each S's degree of satisfaction with his academic performance was obtained. An analysis of variance on the data indicated that only HU males scored significantly lower than NU males. These results suggest that while HU females might benefit from appropriate counseling, disinterest of HU males in academic performance might be responsible for their lower GPA scores. (SE)

ED 112 270 CG 010 043

Gronhoj, Bodil Pruzan, Vita  
Idealer og Praktis; Om Anbringelse af Born i Familiepleje (Ideals and Practice; Child Placements in Foster-Homes).  
Institute of Social Research, Copenhagen (Denmark).  
Pub Date 74

Note—248p.; Main text is in Danish, summary (pp. 219-237) is in English

Available from—Danish National Institute of Social Research, Borgergade 28, 1300 København K., Denmark (Publication No. 63)  
Document Not Available from EDRS

Descriptors—\*Adoption, Children, \*Foreign Countries, Foster Children, \*Foster Homes, Interviews, \*Parent Child Relationship, \*Placement, Surveys  
Identifiers—\*Denmark

In this publication a number of conditions which may act as hindrances to extended use of foster care are elucidated. By means of interviews information has been collected from child welfare committees, institutions, and foster home societies, including information about their attitudes to foster home care versus institutional care, their practice and experience of placement in care, cooperation among themselves and their cooperation with parents and foster parents. In addition parents have been interviewed about their attitudes toward foster care and institutional care as well as their relationship with the child and foster parents and with the authorities responsible for the placement. As far as the foster parents are concerned, it has been attempted to elucidate their motives for receiving a child into care, their experience as to the progress of the fostering situation, their relations to parents, and their cooperation with the placing authorities. Among other things the investigation has shown that the fostering situations dealt with here have progressed comparatively problem-free, and that few have been failures. The child's adaptation to the foster home is as a rule extremely good, and strife and conflict between parents and foster parents are infrequent. (Author)

ED 112 271 CG 010 044

Prediger, Dale J. Cole, Nancy S.

Sex-Role Socialization and Employment Realities: Implications for Vocational Interest Measures.  
ACT Research Report No. 68.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date 75

Note—14p.

Available from—ACT Publications, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (HC-\$1.00, check or money order must accompany request)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Career Planning, Employment Patterns, \*Interest Tests, Occupational Choice, \*Sex Stereotypes, \*Socialization, Test Validity, \*Vocational Counseling, Vocational Development, \*Vocational Interests

Methods for reporting vocational interests which do and do not reflect sex-role stereotypes are examined. Interest inventory validation procedures based on the prediction of occupational preference and group membership are shown to favor inventories providing scores that reflect past sex-role stereotypes and current employment inequities. Reporting and validation procedures minimizing these shortcomings are suggested. These procedures, which are supported by past practice and recent research, result in similar distributions of career options for men and women. Finally, career counseling problems arising from the confounding of reports of human interests with current employment realities are discussed. (Author)

ED 112 272 CG 010 045

Careers Canada. Volume 1, Careers in Construction.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 75

Note—36p.; For related documents, see CG 010 046-048

Available from—Information Canada, Ottawa, KIA 0S9, Ontario, Canada (HC-\$1.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Building Trades, Career Opportunities, \*Construction Industry, Government Publications, Occupational Clusters, \*Occupational Information

Identifiers—\*Canada

This pamphlet, published by the Canadian Department of Manpower and Immigration, is the first of a Careers-Canada series and describes careers in construction. The pamphlet is divided into six major sections: (1) history and importance; (2) nature of the work, including planning, contracting, site preparation, roofing, finishing, plumbing; (3) workers in the industry, including design and technical staff, architects, civil engineers, and land surveyors; (4) on-site construction workers; (5) preparation and training; and (6) seeking employment. Several photographs are included. (RWP)

ED 112 273 CG 010 046

Careers Canada. Volume 2, Clerical Occupations.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 75

Note—34p.; For related documents, see CG 010 045-048

Available from—Information Canada, Ottawa, KIA 0S9, Ontario, Canada (HC-\$1.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Clerical Occupations, \*Clerical Workers, Government Publications, Occupational Clusters, \*Occupational Information, \*Office Occupations

Identifiers—\*Canada

This pamphlet, published by the Canadian Department of Manpower and Immigration, is the second of a Careers-Canada series and describes careers in clerical occupations. The pamphlet is divided into nine major parts: (1) history and importance; (2) fields of employment; (3) nature of the work (this is subdivided into the secretarial group, the public contact group, records and processing group, the accounting group, the accounting machine group, the office appliance group, the material control group, and general office clerks); (4) working conditions; (5) advancement; (6) personal qualities needed on the job; (7) preparation and training; (8) future outlook; and (9) seeking employment. Several photographs are included. (RWP)

ED 112 274 CG 010 047

Careers Canada. Volume 3, Mechanical Repair Occupations.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 75

Note—38p.; For related documents, see CG 010 045-048

Available from—Information Canada, Ottawa, KIA 0S9, Ontario, Canada (HC-\$1.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Auto Body Repairs, \*Auto Mechanics (Occupation), Career Opportunities, Government Publications, \*Machine Repairs, Occupational Clusters, \*Occupational Information, \*Skilled Occupations

Identifiers—\*Canada

This pamphlet, published by the Canadian Department of Manpower and Immigration, is the third of a Careers-Canada series and describes careers in mechanical repair occupations. The pamphlet is divided into eight major sections: (1) history and importance; (2) fields of work; (3) nature of work (this section is subdivided into automotive repair occupations, heavy-duty (diesel) repair occupations, industrial repair occupations, and trade and business occupations); (4) preparation and training; (5) working conditions; (6) personal qualities needed on the job; (7) future outlook; and (8) seeking employment. Several photographs are included. (RWP)

ED 112 275 CG 010 048

Careers Canada. Volume 4, Electronic Data Processing Occupations.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 75

Note—22p.; For related documents, see CG 010 045-047

Available from—Information Canada, Ottawa, KIA 0S9, Ontario, Canada (HC-\$1.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Opportunities, \*Data Processing, \*Data Processing Occupations, \*Electronic Data Processing, Government Publications, Occupational Clusters, \*Occupational Information, \*Office Occupations

Identifiers—\*Canada

This pamphlet, published by the Canadian Department of Manpower and Immigration, is the fourth of a Careers-Canada series and describes careers in electronic data processing. The pamphlet is divided into eight major sections: (1) history and importance; (2) where computer people work; (3) nature of work; (4) working conditions; (5) advancement; (6) personal qualities needed on the job; (7) preparation and training; and (8) future outlook. Several photographs are included. (RWO)

ED 112 276 CG 010 049

Twine, John D. And Others  
Using Title XX to Serve Children and Youth.

Child Welfare League of America, Inc., New York, N.Y.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 75

Note—82p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Child Advocacy, \*Child Welfare, \*Federal Programs, Health Services, Manuals, \*Self Help Programs, \*Social Services, Social Welfare, State Federal Aid

Identifiers—\*Social Security Act Title XX

With the passage in early 1975 of the social service amendments to the Social Security Act, referred to as Title XX, a major new opportunity to serve children and youth has emerged. Seizing the opportunity will be largely dependent on the well-prepared presentation of a case for the needs of young people by dedicated advocates in every state. Title XX fosters a decentralized program of Federally supported services as set forth in a Comprehensive Annual Services Program (CASP) Plan published by each governor, and prepared and administered by the designated Title XX agency in each state. In addition, the law encourages very active participation by private organizations, agencies, and individual citizens in the development of the plan and, by contract, in the provisions of the services planned. This manual is designed to help advocates for children and youth understand the opportunities in Title XX and prepare for effective participation in the state planning process. The manual is organized as follows: Section 2 describes the background and philosophy of Title XX; Section 3 outlines the operating requirements of the new law; Section 4 describes the planning requirements in Title XX along with detailed examples of how Title XX can be used to fund children and youth-oriented services programs; and Section 5 suggests some "next steps" for state or local action. (Author/RWP)

ED 112 277 CG 010 050

SIGI: A Computer-Based System of Interactive Guidance and Information.

Educational Testing Service, Princeton, N.J.

Pub Date 74

Note—11p.; For related document, see ED 097 590

Available from—Educational Testing Service, Princeton, New Jersey 08540 (no charge)

Document Not Available from EDRS

Descriptors—Career Awareness, \*Career Planning, \*Computer Oriented Programs, \*Decision Making Skills, Guidance Counseling, \*Guidance Programs, Junior Colleges, \*Occupational Information, Program Descriptions, Vocational Counseling

Identifiers—\*Computer Assisted Counseling

This pamphlet describes SIGI, a computer-based System of Interactive Guidance and Information designed to help students in community and junior colleges make career decisions. SIGI is based on a humanistic philosophy, a theory of guidance that emphasizes individual values, a vast store of occupational data, and a strategy for processing information. The system is designed so that students who are at different stages in career decision-making may use SIGI in distinctive ways. The main purposes of SIGI are to increase students' freedom of choice, to develop their understanding of the elements involved in choice, and to improve their competence in the process of making informed and rational career decisions. (RWP)

ED 112 278 CG 010 051

Kessler, Sheila

Divorce Adjustment Groups.

Pub Date [75]

Note—16p.; Paper presented at the Annual Meeting of the California Personnel and Guidance Association (Los Angeles, California, February 15-17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adjustment Problems, Counseling Goals, \*Emotional Adjustment, \*Group Counseling, \*Personal Adjustment, Program Descriptions, \*Social Adjustment, Workshops

Identifiers—\*Divorce

Although divorce is pervasive on the societal level, it can be an exceedingly difficult time of adjustment on an individual level. One therapeutic method for facilitating "growth" in divorce is a group experience entitled "Divorce Adjustment Groups." The goals of this group are to: (1) help

individuals regain emotional autonomy; (2) mitigate the debilitating aspects of divorce; (3) have a place to safely discharge some of the emotionality of divorce; (4) develop a broader concept of divorce; (5) meet new friends in a meaningful way; and (6) learn coping mechanisms that transfer into dealing with other losses. This paper also discusses the need for, the unique dimensions of, and the process of conducting the group. (RWP)

ED 112 279 CG 010 052

Perlman, Matthew

The Nuclear Family: Can It Survive the Storm?

Pub Date [Mar 75]

Note—12p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Rearing, \*Family Life, \*Family Structure, Mental Health, Permissive Environment, \*Role Conflict, \*Social Change, State of the Art Reviews, \*Values

Identifiers—\*Nuclear Family

The nuclear family as a vital support system is being undermined by a wide variety of direct and indirect factors. These factors include rapid technological advances, changes in socially accepted child-rearing techniques, changes in moral values, changes in acceptable sexual practices, effects of an improved educational system, effects of the Women's Liberation Movement, and the effects of role-goal conflict. Several programs have been developed to support and strengthen the nuclear family, and their success suggests directions for other similar preventive programs. (Author/SL)

ED 112 280 CG 010 053

Kincaid, Marylou B.

Education and Life in China: Report of a Visit to the People's Republic.

Pub Date [Mar 75]

Note—24p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Chinese Culture, \*Comparative Education, \*Cross Cultural Studies, \*Educational Sociology, Foreign Culture, \*Political Socialization, Sociocultural Patterns, Travel

Identifiers—\*China

This paper describes a 21-day visit to the People's Republic of China made by the author and 20 other Americans in August, 1973. The overall focus is on the role of the individual in the development of contemporary China and the attempts to integrate individual and collective goals. The process of socialization in China is examined through a description of the society's major institutions, the role of women, the concepts of work and career, and the integration of theory and practice in education. The political consciousness-raising processes in the society are examined along with recent trends in physical and mental health care, urbanization and industrialization, and marriage and family planning. (Author)

ED 112 281 CG 010 054

Miller, Paul A.

Will There Be Time for Dreams?

Pub Date 6 Nov 74

Note—16p.; Paper presented at the National Adult Education Conference (Bal Harbor, Florida, November 6, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adult Education, Educational Needs, \*Educational Trends, \*Futures (of Society), Higher Education, \*Leisure Time, Speeches, State of the Art Reviews, Work Attitudes

Changing concepts of work and leisure influence each other and are presenting education with a new complex of demands. The arbitrary divisions of a life into periods of education, work and leisure impose related problems, both on institutions charged with preparation and certification and on the individual who meets these divisions with growing skepticism. The job of continuing education is to bring to bear a new perspective on the interrelationships of learning, work and leisure. It must search out more posi-

tive concepts of adulthood and better links with industry and community. It must help to articulate and meet the rising need for a wide variety of adult educational experiences. (Author)

ED 112 282 CG 010 055

O'Dell, Frank And Others

Values, Decisions, Careers: A Group Guidance Program for Girls.

Pub Date [73]

Note—15p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Education, Course Organization, Curriculum Guides, \*Females, \*Goal Orientation, \*Group Guidance, Guidance Programs, Occupational Choice, Program Descriptions, Questionnaires, Secondary Education, \*Sex Stereotypes

This project was designed to use group process techniques in meeting the career development needs of girls and in dealing with the limiting aspects of female stereotyping. The project consisted of 10 one-hour sessions. The objectives were to give high-school girls an opportunity to get to know themselves better, develop an understanding of the limitations of sex-stereotyping, acquire better decision-making skills and appreciate the need for career planning and information. Basic tenets behind the project were: (1) career development is a process not an event; (2) career development is a personal event of great importance—developing an understanding of that unique event was a component of the project; (3) career development is essentially a socially-bound process—the limiting aspects of female stereotyping, the occupational person concept, and the role of personal values were topics; (4) young people experience a great deal of anxiety in connection with career choice but still spend little time in career planning; (5) change is the dynamic condition under which career decisions are being made, thus decision-making skills received special attention; (6) the essence of career development is experience, so role-playing, simulations and gaming were the primary techniques used in the project. (Author)

ED 112 283 CG 010 056

Maccoby, Eleanor E.

Socialization Theory: Where Do We Go from Here?

Pub Date [Apr 75]

Note—27p.; Paper presented at the Annual Conference of the Western Psychological Association (55th, Sacramento, California, April 24-27, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Behavior Theories, \*Child Development, Interpersonal Competence, Psychology, \*Social Development, \*Social Exchange Theory, \*Socialization, State of the Art Reviews

This paper assesses certain aspects of current socialization theory, arguing that there are two major developments in the field of psychology as a whole which need to be more fully assimilated in the work on socialization. The first is the attack on trait theory, and it is argued that socialization research can survive this attack only if it becomes more concerned with structural developmental change in its dependent variables. Second, the impact of the "cognitive revolution" is assessed, and the paper argues that more attention must be given to the ways in which children process inputs from socialization agents, and developmental changes in processing capacities. Finally, it is urged that research attention must be focused on the conditions which sustain the effective performance of socialization agents. (Author)

ED 112 284 95 CG 010 057

Kameen, Marilyn C. Brown, Jeannette A.

The Relationship of Teacher Affective Behavior to Pupil Affective Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 26 Mar 75

Note—17p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)



**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Affective Behavior, \*Behavior Change, Counselor Role, Elementary Education, \*Guidance Services, Peer Acceptance, Research Projects, Self Concept, \*Student Teacher Relationship, \*Teacher Behavior

The study investigated the relationship of teacher affective behavior changes to pupil affective behavior changes in the presence of elementary school guidance services for both populations. Specifically, the study asked: Is teacher change in Intimacy and Esprit related to pupil change in Self Perception and Peer Acceptance? Activities were designed to: (1) provide children with counseling opportunities, individual and group; and (2) provide teachers with consulting activities which included classroom video-taping, private and group focused video-tape feedback sessions, and discussions of classroom management techniques. Analyses of covariance yielded significantly higher Self Perceptions scores among pupils whose teachers' Esprit and Intimacy scores evidenced the greatest change, and Peer Acceptance scores among pupils whose teachers made the greatest gains in Esprit. Additionally, correlated t-tests indicated no significant gains in either Esprit or Intimacy for teachers. On the other hand, significant gains were observed for pupil Peer Acceptance scores. It should be noted that significant decreases were observed for all but one factor of the Self Perceptions Index. It was concluded that positive changes in teacher affective behaviors were associated with positive changes in pupil affective behaviors. Further, the findings suggested that comprehensive guidance services have the potential for influencing such behavior changes. (Author)

**ED 112 285** CG 010 058  
**Resolutions Approved at Governor's Conference on Aging.**

Pub Date Apr 75  
 Note—14p.; Resolutions approved at the Governor's Conference on Aging (Columbus, Ohio, April 15-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Age, Conference Reports, \*Medical Services, \*Needs, \*Older Adults, \*Senior Citizens, State Action, State Programs, Workshops

Identifiers—Governors Conference on Aging, \*Ohio

This paper presents the resolutions adopted at Ohio's 1975 Governor's Conference on Aging. The Commission on Aging views these resolutions as a blueprint for action and includes resolutions on such topics as rural and urban transportation, medical services, utilities and housing. (Author/HMV)

**ED 112 286** CG 010 059  
**Calcote, Lynn G.**

**The Interaction of Extraversion, Neuroticism, and Audience Presence in the Performance of a Choice Reaction Time Task.**

Pub Date May 74  
 Note—52p.; Master's thesis, Northeastern State University

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Analysis of Variance, \*Audiences, \*Behavior Patterns, Comparative Analysis, Females, Interaction Process Analysis, \*Observation, \*Performance Factors, \*Psychological Patterns, Research Projects

Ninety-six female introductory psychology students differing in terms of the dimensions of neuroticism-stability and introversion-extraversion performed two sets of thirty trials each on a choice reaction time task. On one of the sets of trials the Ss were observed by two female observers and on the other set of trials the observers were not present. The order of observer presence was counterbalanced in each of the four groups (neurotic introverts, neurotic extraverts, stable introverts and stable extraverts) of 23 Ss. The mean reaction time score of each S under the audience and the no audience conditions was analyzed using a 2 (neuroticism-stability) x 2 (extraversion-introversion) x 2 (order of audience conditions) mixed analysis of variance. The Extraversion x Neuroticism x Audience condition interaction was found to be significant at the .005 level of confidence. This interaction indicated the presence of observers inhibited the performance of neurotic introverts and facilitated the performance of stable extraverts. The Extraversion x Order x Audience condition interaction was found to be significant at the .001 level of con-

fidence. This interaction indicated that the presence of others facilitated the performance of extraverts only if the audience condition preceded the no audience condition. (Author)

**ED 112 287** CG 010 060  
**Bujold, Charles**

**Activation of Vocational and Personal Development.**

Pub Date Nov 74

Note—28p.; Paper presented at the Ontario School Counselor Association Conference (Toronto, Ontario, November 1974); For related document, see ED 099727

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Behavioral Science Research, \*Counseling Theories, \*Developmental Psychology, \*Developmental Tasks, Guidance Counseling, State of the Art Reviews, \*Vocational Development

Identifiers—\*Ontario (Toronto)

On the basis of Guilford's model of intellect and of the work of others in the field of cognitive psychology, an attempt is made here to identify the abilities and attitudes which are likely to make possible the performance of the vocational developmental tasks. From this conception, a new approach to guidance is suggested, in which the student is helped, through a number of strategies, to go through the sequence of his vocational developmental tasks. (Author)

**ED 112 288** CG 010 061

**Scorzelli, James F.**

**Evaluation and Accreditation: Perceptions of Rehabilitation Counseling Students and Graduates.**

Pub Date [Mar 75]

Note—8p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975). Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Accreditation (Institutions), Counseling, \*Counselor Training, \*Curriculum Evaluation, Higher Education, Participant Satisfaction, \*Program Evaluation, \*Rehabilitation Counseling, Research Projects, Speeches, Surveys

In accordance with the goals of the Rehabilitation Counselor Education (RCE) accreditation movement, the Council on Rehabilitation Education (CORE) contracted the research aspects of the accreditation project to the University of Wisconsin-Regional Rehabilitation Research Institute to develop a series of data gathering instruments to assess, objectively, the RCE programs that seek accreditation. These instruments included graduate and student questionnaires that were developed to evaluate important input, process and outcome variables. This paper is concerned with the results of these two respondent groups. Results indicate that students and graduates appear most satisfied with the clinical practicum experience and least satisfied with the inability of the curriculum to allow for specialization within the profession (administration, etc.). Opinions of graduates and current students were very similar, and the study clearly indicates that what students perceive as strengths and weaknesses in their training programs does not change once they leave school. (Author/HMV)

**ED 112 289** CG 010 062

**Lau, Alan W. Blanchard, Perry N.**

**An Evaluation of Intercultural Relations Training for Navy Overseas Personnel. Final Report, July 1, 1973 to June 30, 1974.**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—AD-005-365; NPRDC-TR-75-18

Pub Date Jan 75

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Armed Forces, \*Changing Attitudes, Cross Cultural Training, \*Cultural Awareness, Educational Programs, Military Personnel, \*Program Effectiveness, \*Program Evaluation, Research Projects

Relatively little data exist concerning the effectiveness of Navy intercultural relations (ICR) training programs. In addition, much training research in this area is characterized by methodological and design inadequacies. The

purposes of this study were to design and test a methodological model, and to provide an objective assessment of ICR training impact. It was found that training had a modest but significant effect upon the attitudes of Overseas Duty Training (ODT)/Personnel Exchange Program (PEP) and Human Resource Development Center (HRDC) IDR Personnel. ODT/PEP personnel changed significantly on 13 of 24 scales and HRDC personnel on 9 of 24 scales. Scales measured self-actualization, flexibility, tolerance of ambiguity, acceptance of self and others, leadership styles, and basic motivational patterns. The failure to detect a greater degree of change may have been due to various test ceiling effects or to the nature of the change process itself. Although the real test of program impact necessitates validation against external or in-country criteria, the results did indicate that the impact of ICR training, although modest, was consistent with the hypotheses generated for the evaluation of the training objectives of the program. (Author)

**ED 112 290** CG 010 063

**Geoffrion, R. Comeau, L.**

**Dynamique de la Vie: Livre du Meneur (Dynamics of Living: Coaching Manual).**

Saskatchewan NewStart, Inc., Prince Albert.

Pub Date 72

Note—590p.; In French; lengthy informative abstract in English; Translator and abstractor is Howard P. Alvir; For related document, see ED 087852

**EDRS Price MF-\$1.08 HC-\$29.83 Plus Postage**

Descriptors—Curriculum Guides, Educational Development, \*Foreign Culture, French, Group Dynamics, \*Guidance, Instructional Materials, Leadership Qualities, \*Leadership Training, \*Problem Solving, \*Skill Development

Identifiers—\*Saskatchewan (Prince Albert)

This French-language guide, based on an English language version, provides day-by-day activities to be implemented in the classroom and the guidance office, specifically to develop leadership in both French-speaking students and teachers. The course is intended to provide life skill training, in French, for French-speaking students. Leadership is analyzed on five dimensions: (1) stimulus, (2) response, (3) research, (4) application, and (5) evaluation. Evaluation is approached in several ways: (1) as a personal judgment; (2) as quantitative measurement; (3) as the efficient executing of performance objectives; and (4) as a continuously evolving process. A problem solving self inventory with suggestions for application in a wide variety of situations is included. (Author/JS)

**ED 112 291** CG 010 064

**Wong, Martin R. Allen, Thomas**

**A Three Dimensional Structure of Drug Attitudes.**

Pub Date [75]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Attitudes, \*College Students, \*Drug Education, Health Education, Higher Education, Investigations, \*Research Methodology, Semantic Differential, \*Student Attitudes, Surveys, Tables (Data)

This investigation relates to the research questions: (1) Do college students' perceptions of the dangerousness of specific drugs now parallel the government's listed ranking? (2) Where do legal drugs fall on the continuum of perceived dangerousness? (3) What might be good dimensions to characterize perceptions? (4) What is the relationship among these dimensions? and (5) How might a college drug education course change these perceptions? A questionnaire concerning perceptions of drug usage was administered to two undergraduate drug education classes on a pre-post course basis. Data is presented in numerical tables and graphs along the dimensions of usage, dangerousness, pleasantness, and strength. There were no statistically detectable changes in sources as a result of drug education courses; however the authors discuss the interpretation of the chosen dimensions as having posed discriminating problems for respondents. (Author/JS)

**ED 112 292** CG 010 065

**Weinrach, Stephen G.**

**Even Clients Have Rights. Privilege, Privacy and Protection.**

Pub Date Mar 75

Note—12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Civil Liberties, Confidentiality, \*Counseling, Counselor Evaluation, Counselor Functions, Educational Responsibility, \*Interpersonal Relationship, \*Responsibility, Speeches, \*Student Rights

Prefaced with citations of the enactment of student rights, this paper outlines the results of a questionnaire dealing with client rights and responsibilities. The right mentioned by the majority of respondents is confidentiality. A Bill of Client Rights and Responsibilities is derived from the survey and presented in three categories: (1) determining if, with whom, and for how long the relationship is to exist; (2) creating a demystified and mutual relationship; and (3) developing quality-control measures, involving client evaluation of counseling outcomes. The author suggests that, as counselors and clients establish the rights within the relationship, they naturally become more responsible to each other, and this responsibility carries over into other relationships. (Author/JS)

**ED 112 293** CG 010 066

Zarle, Thomas H.  
**A Prego Group Training Technique for Encounter Group Stress.**

Pub Date 74

Note—14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 2-4, 1974)

Available from—Thomas H. Zarle, Department of Psychological Sciences, Purdue University, West Lafayette, Indiana 47907

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Affective Behavior, Behavioral Science Research, Experimental Groups, \*Group Dynamics, \*Methods Research, Research Problems, \*T Groups  
 Identifiers—\*Induced Affect

The purpose of this study was to determine the efficacy of induced affect as a pregroup training experience for coping with stress related to participation in an encounter group. Twenty-six subjects who volunteered to participate in an encounter group randomly were assigned to three treatment groups: Induced Affect Training plus the Encounter Group, Induced Affect Training only and, Encounter Group only. The hypothesis that (a) group participants who did not receive the Induced Affect Pregroup Training would demonstrate significant increases on the Neuroticism Scale of the Eysenck Personality Inventory and (b) group members who did receive such training would not manifest such increases were supported. The implications of using the techniques of induced affect as a pretraining experience are discussed. (Author)

**ED 112 294** CG 010 067

Ferguson, Patricia, Ed. And Others  
**Drugs and Employment: Nonmedical Use of Drugs in Occupational and Industrial Settings.**

Documentation Associates, Los Angeles, Calif.  
 Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-Pub-ADM-75-183

Pub Date Nov 74

Note—117p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
 Descriptors—\*Drug Abuse, \*Drug Education, \*Employment Problems, Government Publications, Industry, Labor Market, Program Evaluation, Research, \*Research Reviews (Publications), \*Summative Evaluation

The National Institute on Drug Abuse presents this booklet as the first in a series intended to summarize the empirical research findings and major theoretical approaches relating to the issues of drug use and abuse. This volume summarizes the major research findings concerning the effects of nonmedical drug use on employment. These findings provide the reader with the purpose, methodology, findings and conclusions of each study reviewed, and clarify the issues of drug use as it occurs in various professions, companies, the labor force in general and among addicts. Four reports on programs designed to con-

trol employee drug abuse are also summarized. (Author/SJL)

**ED 112 295** CG 010 068

Ferguson, Patricia, Ed. And Others  
**Drugs and Sex. The Nonmedical Use of Drugs and Sexual Behavior. National Institute on Drug Research Issues 2.**

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-75-188

Pub Date Nov 74

Note—91p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—\*Behavior Patterns, \*Drug Abuse, Government Publications, Lysergic Acid Diethylamide, Marihuana, Narcotics, Research, \*Research Reviews (Publications), \*Sexuality, \*Summative Evaluation

This report represents the second in a series intended to summarize the empirical research findings and major theoretical approaches relating to the issues of drug use and abuse. This volume reviews some of the major research findings which explore the relationship between nonmedical drug use and sexual behavior. The research is summarized and classified according to the type of drug used: multi-drug, marijuana, amphetamines, LSD, heroin and methadone. The summaries are formulated and detailed to provide the reader with the purpose, methodology, findings and conclusions of each study reviewed. (Author/SJL)

**ED 112 296** CG 010 069

Ferguson, Patricia, Ed. And Others  
**Drugs and Pregnancy: The Effects of Nonmedical Use of Drugs on Pregnancy, Childbirth, and Neonates. National Institute on Drug Abuse Research Issues 5.**

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-75-187

Pub Date Nov 74

Note—156p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
 Descriptors—Drug Abuse, Drug Education, Genetics, Government Publications, \*Literature Reviews, Lysergic Acid Diethylamide, Narcotics, \*Pregnancy, \*Prenatal Influences, \*Summative Evaluation

The National Institute on Drug Abuse presents this report as the fifth in a series intended to summarize the empirical research findings and major theoretical approaches relating to the issues of drug use and abuse. Included in this volume are summaries of the major research findings concerning the effects of nonmedical drug use on pregnancy. Research findings on the genetic, epidemiological, childbirth and neonatal effects of drug use are examined, especially in relation to the use of LSD, heroin and methadone. The summary of each study is formulated and detailed to provide the reader with the purpose, methodology, findings and conclusions of the study. (Author/SJL)

**ED 112 297** CG 010 070

Ferguson, Patricia, Ed. And Others  
**Drugs and Death. National Institute on Drug Abuse Research Issues 6.**

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-75-188

Pub Date Nov 74

Note—162p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
 Descriptors—\*Death, \*Drug Abuse, \*Drug Education, Government Publications, \*Literature Reviews, Pathology, \*Psychological Patterns, Suicide, \*Summative Evaluation

This report is the sixth in a series of reports designed to summarize the empirical research findings and major theoretical approaches relating to the issues of drug use and abuse. This volume reviews some of the major research studies which explore the nonmedical use of drugs as it relates to all modes of death. Included are

studies describing suicide, homicide, morbidity and mortality as these pertain to the drug abuser. The report also describes a number of classification and reporting systems for drug-related death. The summary for each reported study provides the reader with the purpose, methodology, findings and conclusions of that study. (Author/SJL)

**ED 112 298** CG 010 071

Ferguson, Patricia, Ed. And Others  
**Drugs and Addict Lifestyles. National Institute on Drug Abuse Research Issues 7.**

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-75-189

Pub Date Nov 74

Note—272p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**  
 Descriptors—\*Drug Abuse, \*Drug Addiction, Government Publications, \*Life Style, Psychological Patterns, Reference Materials, \*Research Reviews (Publications), \*Sociocultural Patterns

This report is the seventh in a series intended to summarize the empirical research findings and major theoretical approaches relating to the issues of drug use and abuse. This volume reviews the research undertaken to describe the lifestyle histories of heroin users. These research findings are formulated and detailed to provide the reader with the purpose, methodology, findings and conclusions of each study reviewed. The first set of research reviews describes the life styles of heroin users by typologies and careers. The second section of the book traces the history of addiction from occasional use to initiation, abstinence/relapse and maturing out. This section concludes with summaries of followup studies of narcotic addicts. Part 3 reviews research on the characteristics of heroin addicts described under the topics of psychological patterns, female addicts, and ethnic and special groups. The remaining two sections include research reviews concerning drug use patterns and theories of addiction. (Author/SJL)

**ED 112 299** CG 010 072

Silverberg, Robert  
**Drug Themes in Science Fiction. National Institute on Drug Abuse Research Issues 9.**

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-75-190

Pub Date Nov 74

Note—64p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Content Analysis, \*Drug Abuse, \*Literature Reviews, \*Science Fiction

This booklet is part of a series most of which focus on empirical research findings and major theoretical approaches in the area of drug usage. In this volume, the author has compiled a group of English-language short stories and novels which deal with the use of mind-altering drugs, all written since 1900 and falling within the literary category of science fiction. (Not included are stories dealing with drugs whose effects are primarily on the body rather than the mind—immortality serums, for example.) The majority of the stories included in the study date from the post-1965 period, when the wide use of drugs first pervaded the national life. Included is an overview of drug themes in science fiction and an annotated bibliography of 75 novels. (Author/HMV)

**ED 112 300** CG 010 073

Diehl, Digby  
**Drug Themes in Fiction. National Institute on Drug Abuse Research Issues 10.**

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-75-191

Pub Date Nov 74

Note—50p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Content Analysis, \*Drug Abuse, \*Fiction, Literature, \*Literature Reviews, \*Social Attitudes

This essay is a survey of selected literary works of fiction with drug-related thematic content. The themes represented in the survey reflect popular American attitudes toward drugs from pre-World War II through the 1970's. The roots of these themes, beginning with 17th century French cultural attitudes are explained. The subject has been treated broadly; there is no attempt to analyze literary characters who used drugs (for example, Sherlock Holmes), nor to consider the effect of drugs on the creativity of any authors who may have used drugs. An annotated bibliography of 41 novels is included. (Author)

ED 112 301 CG 010 074

Vanek, Linda Powell, Thomas J.

Changing Conceptions of Nonprofessionals.

Pub Date 14 May 75

Note—12p.; Paper presented at the Annual Forum of the National Council on Social Welfare (102nd, San Francisco, California, May 14, 1975); For related document, see CG 010075

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Helping Relationship, \*Individual Characteristics, \*Nonprofessional Personnel, Speeches, State of the Art Reviews, \*Task Analysis, Therapeutic Environment, \*Therapy. The authors distinguish between the therapeutically-oriented and the socially-oriented nonprofessionals, and maintain that both are valuable in a comprehensive program and neither one is uniquely effective. Hence, task assignments should represent the differing orientations as should training programs. A realistic conception of the types of nonprofessionals and the contributions they can make will lead to more effective utilization of these people. (Author/HMV)

ED 112 302 CG 010 075

Powell, Thomas J.

The Use of Self Help Groups as Supportive Reference Communities.

Pub Date 23 Mar 75

Note—20p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975); For related document, see CG 010074

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cooperative Planning, \*Counseling Services, \*Helping Relationship, Nonprofessional Personnel, \*Program Effectiveness, \*Self Help Programs, Speeches, State of the Art Reviews

This paper demonstrates how the professional and self help groups can cooperate in offering direct client assistance. The author discusses the potential uses of the self help group by the professional counselor, and then examines these three dimensions of organized self help groups which should be considered: (1) their basic posture with respect to integration with society and collaboration with the professional community; (2) the manner in which they define a particular problem, and (3) actual program activities. He also discusses some benefits of self help program. (Author/HMV)

ED 112 303 CG 010 076

Vest, Thomas J. Spino, William D.

The Survival Game—Academic Affairs and Student Personnel.

Pub Date 7 Mar 75

Note—16p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Attendance, \*Counseling Services, \*Dropout Prevention, Educational Finance, Educational Guidance, Higher Education, Speeches, \*Student Enrollment, \*Student Personnel Programs

This paper discusses the student attrition rate, particularly that of freshmen, in economic terms—loss of students means loss of revenue (tuition) and maintains that, with proper planning colleges could retain an additional 10 percent of freshmen students who drop out. The authors contend that many college freshmen are confused by an overabundance of counseling programs and that, not only are these duplicated programs expensive to operate they often provide the student with conflicting information. Specific suggestions are offered

for student retention. The authors conclude that communication, cooperation, consolidation and coordination are the keys to a successful and less confusing counseling program. (HNV)

ED 112 304 CG 010 077

Canadian Classification and Dictionary of Occupations 1971. Volume One, Classification and Definitions. Volume Two, Occupational Qualification Requirements.

Department of Manpower and Immigration, Ottawa (Ontario). Program Development Service. Pub Date 74

Note—2,122p.; For related document, see ED 098 464

Available from—Information Canada, Ottawa, KIA OS9 (HC \$20.00, Catalogue No. MP53-171-1)

Document Not Available from EDRS

Descriptors—Classification, \*Jobs, Job Skills, Manpower Development, \*Occupational Clusters, \*Occupational Information, \*Reference Books

Identifiers—\*Canada

The Canadian Classification and Dictionary of Occupations (CCDO) has been designed for use in manpower research and analysis, conducting surveys, census taking and compilation, planning of educational and training programs, counseling and placement services, rehabilitation, immigration and mobility of workers, and personnel and other operations in business and industry. The basic principle of classification in the CCDO is that of the kind of work performed, but to clarify further the nature of the occupation, other factors are taken into account, such as materials or equipment used or produced, standards met, education or training required, working environment, services rendered, and relationship to other workers. The two-volume set also provides data regarding physical activities, training requirements, worker functions in relation to Data-People-Things, and alternate and related titles where applicable. (Author)

ED 112 305 CG 010 078

Hobbs, Howard E.

An Affective-Perception Psychology of Adolescent Reading Failure.

Pub Date Jul 74

Note—193p.; Ph.D. Thesis, Walden University

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Adolescents, \*Interaction Process Analysis, \*Perception, \*Psychological Patterns, Reading Difficulty, \*Reading Failure, Research Projects, Secondary Education, \*Social Exchange Theory

The purpose of this study was to frame the outlines of an interpersonal theory derived from exploratory research among adolescent reading failures. The theory postulates that adolescent reading failure syndrome results from and is maintained by conscious elements of choice manifested in the adolescent's perception preferences. The affective readiness for failure in reading tasks is, therefore, a deeply seated psychological generator of the reading failure disturbance showing extreme resistance to modification through traditional remedial reading school practices, but worthy of as vigorous an exploration as has been undertaken into the more familiar cognitive parameters of successful reading performance. The subjects, 180 seventh, eighth, ninth, and tenth grade Black male students, were evaluated through personal interviews, questionnaires, and observation over an 80-week period by the researcher. Results indicate that adolescent reading failure is accompanied by perception preferences for retreat into one of three views of the world depending upon the interpersonal and intrapersonal pressures of the moment. Such preferences are characterized by: (1) unsocialized aggression, reflecting overt and covert hostile disobedience, quarrelsomeness, physical and verbal aggressiveness, vengefulness, and destructiveness; (2) social approval anxiety, reflecting continuous anxiety, unrealistic fears, immaturity, self-consciousness, inhibition and frustration; or (3) unsocialized withdrawal, reflecting seclusiveness, detachment, sensitivity, shyness, and a flagging desire to form close personal relationships. (Author/HMV)

ED 112 306 CG 010 079

Astin, Helen S., Comp. And Others

Sex Roles: A Research Bibliography.

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-ADM-75-166

Pub Date 75

Note—374p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage

Descriptors—Annotated Bibliographies, \*Behavioral Science Research, \*Behavior Patterns, Bibliographies, Females, Males, \*Sex Differences, \*Sex Role, \*Social Environment

The National Institute of Mental Health recognizes the need for careful research investigations into the influences of sex roles on individual behavior and on societal institutions. During 1973 and 1974 the Institute held a series of research workshops to identify and encourage needed studies on sex roles, their biological and social bases, and their consequences for behavior and society. This research bibliography is one result of those workshops. The bibliography covers literature originating in investigations published both here and abroad, and is directed toward social and behavioral scientists. (Author)

ED 112 307 CG 010 080

Leton, Donald A.

An Evaluation of the Career Development Course Intermediate Level. Final Report.

Spons Agency—Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date Apr 75

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Education, \*Course Evaluation, \*Course Objectives, \*Guidance Programs, Intermediate Grades, Research Projects, Secondary Education, Summative Evaluation, \*Vocational Development

This report summarizes a course evaluation for an intermediate career education course. Objectives of the course were: (1) perceptualization: self- and environmental orientations; (2) conceptualization: directional choice and adaptive behavior; and (3) generalization: accommodation, satisfaction and mastery. The primary basis for the evaluation was the students' achievement on an extensive course test which is appended. The course pretest was administered to 734 students; the post-test to 611 students. The tests were then scored, item analyzed, and statistically summarized. Results indicate significant knowledge improvement related to taking the course. (Author/HMV)

ED 112 308 CG 010 081

Lunneborg, Patricia W.

Vocational Indecision in College Graduates. Educational Assessment Center Reports.

Washington Univ., Seattle. Educational Assessment Center.

Report No.—EAC-Project-271

Pub Date Jun 75

Note—10p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Planning, \*College Graduates, Comparative Analysis, \*Decision Making, Graduate Surveys, Higher Education, \*Occupational Aspiration, \*Vocational Maturity

This study compared 127 vocationally undecided college graduates matched by sex, age, and major with graduates who had selected an occupation on a Survey of Graduating Seniors. Undecideds had a significantly lower GPA than decideds, intended noncareer activities following graduation, less often were going to graduate school, and were far less satisfied with their university experience. Increases in indecisiveness in high school and college might be countered either through vocational counseling geared more to graduates' academic achievement or through facilitating a nonvocational orientation toward college. (Author)

ED 112 309 CG 010 082

Berkowitz, J. Nielsen, R.

Santa Clara County Pre-Delinquent Diversion Project—First Year Evaluation, July 1, 1972-June 30, 1973. Part 1: Project Director's Report. Part 2: Evaluator's Report.

Santa Clara County Juvenile Probation Dept., San Jose, Calif.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Report No.—PB-239-696

Pub Date 30 Jun 73



Note—252p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. PB-239-696; HC-\$8.50, MF-\$2.25)

#### Document Not Available from EDRS

Descriptors—\*Community Cooperation, Community Programs, \*Correctional Rehabilitation, \*Delinquency Prevention, \*Juvenile Courts, Program Descriptions, \*Youth Problems

Identifiers—California (Santa Clara County), \*Diversion Programs

The Santa Clara County Pre-Delinquent Diversion Program is an attempt to develop and coordinate community based alternatives to the juvenile justice system. The concept of diversion is implemented at the police level by 12 law enforcement jurisdictions, each of which has shaped a distinctive approach to the problem in consonance with the nature of both their police force and community. The objectives of the program were to reduce welfare and institutions (Code Section 601) referrals to the Santa Clara County Juvenile Probation Department by 66 percent during fiscal year 1972-73, and to create expanded and improved services appropriate to the needs of those juveniles diverted within the 12 participating law enforcement jurisdictions. A third objective was to demonstrate, test, and evaluate the pre-delinquent diversion program model. (Author)

ED 112 310

CG 010 083

McGlothlin, William H.

Amphetamines, Barbiturates and Hallucinogens: An Analysis of Use, Distribution, and Control. Final Report.

California Univ., Los Angeles. Dept. of Psychology.

Spons Agency—Drug Enforcement Administration (Dept. of Justice), Washington, D.C.

Report No.—DEA-SCID-IR-09; PB-241-050

Pub Date Jul 73

Note—219p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. PB-241-050; HC-\$7.25, MF-\$2.25)

#### Document Not Available from EDRS

Descriptors—\*Drug Abuse, Health Education, \*Lysergic Acid Diethylamide, \*Marketing, State of the Art Reviews

Identifiers—\*Hallucinogens

This report is the third of three monographs to provide perspectives on the use, distribution, and control of illicit drugs. The first, conducted in 1971, described the prevalence, use patterns, sources, distribution, and economics of the marijuana market. The second (1972) estimated the cost, benefits, and potential of approaches to narcotic addiction control. The present study compares legitimate production with retail sales to estimate the amount of diversion. Surveys of medical and other usage are compared with retail sales and the estimate of the overall illicit market. The sources, distribution and economics of the illicit market are described with the expected impact of the recently imposed amphetamine quotas. The hallucinogen section is organized in the same format as the previous marijuana report. Appendixes provide further details on the subject and an analysis of the frequency and content of drug related material published in the underground press. (Author)

ED 112 311

CG 010 084

Evaluation of Selected Components of the Office of Education "Help Communities Help Themselves" Drug Abuse Prevention Program. Volume One: Executive Summary. Final Report.

General Research Corp., McLean, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—ASPE-73-9a-Vol-1; PB-240-523

Pub Date Oct 73

Note—20p.; For related documents, see CG 010 085 and CG 010 086

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$3.25, MF \$2.25, order No. PB 240 523)

#### Document Not Available from EDRS

Descriptors—\*Community Programs, \*Drug Abuse, \*Prevention, \*Program Effectiveness, \*Program Evaluation

Identifiers—HCHT, \*Help Communities Help Themselves

In 1972, OE sought a means whereby communities might be helped to mobilize their own financial and human resources to respond effectively to their own drug problems and perhaps provide mutual help to one another. The search for a feasible strategy led to the establishment of the Help Communities Help Themselves (HCHT) Program. The principal purpose of this evaluation was to determine the effectiveness of the HCHT Training Program, where effectiveness was to be measured in terms of activity levels produced by the training process. The major dependent variables were defined. (Author)

ED 112 312

CG 010 085

Evaluation of Selected Components of the Office of Education "Help Communities Help Themselves" Drug Abuse Prevention Program. Volume Two: Evaluation Methodology and Findings. Final Report.

General Research Corp., McLean, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—ASPE-73-9a-Vol-2; PB-240-524

Pub Date Oct 73

Note—109p.; For related documents, see CG 010 084 and CG 010 086

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$5.25, MF \$2.25, order No. PB 240 524)

#### Document Not Available from EDRS

Descriptors—\*Drug Abuse, \*Evaluation Methods, Measurement Techniques, Prevention, \*Program Effectiveness, \*Program Evaluation, \*Research Methodology

Identifiers—HCHT, \*Help Communities Help Themselves

The general objective of the study was to provide useful information regarding the effectiveness of various components of the HCHT program. GRC field teams spent two weeks (a full training cycle) at each of the two centers, observing the training processes. Pre-training and post-training questionnaires were administered to trainees at each center. Concurrently, other field team members traveled to the local communities of teams trained six to nine months before (CT, or Comparison Trained teams) and to the communities of teams who were rejected for training a year ago (CR, or Comparison Rejected teams) and administered similar questionnaires to determine how well these trained teams actually operated back home in their communities. Comparisons were made between the pre- and post-training test responses (short-term impact) and the trained (CT) and rejected (CR) team test responses (Long-term impact). (Author)

ED 112 313

CG 010 086

Evaluation of Selected Components of the Office of Education "Help Communities Help Themselves" Drug Abuse Prevention Program. Volume Three: Questionnaires. Final Report.

General Research Corp., McLean, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—ASPE-73-9a-Vol-3; PB-240-525

Pub Date Oct 73

Note—77p.; For related documents, see CG 010 084 and CG 010 085

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$4.75, MF \$2.25, order No. PB-240 525)

#### Document Not Available from EDRS

Descriptors—\*Community Programs, \*Drug Abuse, Prevention, \*Program Evaluation, \*Questionnaires, Youth

Identifiers—HCHT, \*Help Communities Help Themselves

The principal purpose of this evaluation was to determine the effectiveness of the HCHT Training Program, where effectiveness was to be measured in terms of activity levels produced by the training process. The major dependent variables were defined. (Author)

ED 112 314

CG 010 087

DeLellis, John D. Griffin, Patrick  
Alcohol Public Education Literature. Alcohol Countermeasures Literature Review. Final Report.

National Safety Council, Chicago, Ill.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-801-245; PB-237-175

Pub Date Jun 74

Note—15p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$3.25; PC \$2.25, order no. PB 237 175)

#### Document Not Available from EDRS

Descriptors—\*Alcoholism, \*Drinking, Health Education, \*Information Dissemination, Literature Reviews, Prevention, \*Publicize, \*Traffic Safety

Identifiers—\*Drinking Drivers

The underlying theme of virtually all of the literature under review can be simply stated: If we are to achieve positive results in combating abusive drinking and its ramifications, we must revamp our thinking on the subject of alcohol and human behavior, discarding stereotypes and negative approaches. Effectively, communicating the basics of alcohol abuse to the professional and the public remains an urgent identification need. No effective prevention panacea has been found to reduce alcohol abuse. The crux of the issue is coordinating and properly implementing existing laws and provisions to deter further abuse of alcohol in the driving situation. Increased attention is being paid to the problem of alcohol abuse and loss of productivity. But, business, industry, government and the military are a long way from accepting the fact that it is a problem that can be effectively dealt with by them, and that sound program is in fact a cost-saving tool of paramount significance. The drinking-driving problem has received much attention, but satisfying results have been lacking. The fundamental hurdle to be overcome is convincing the American public of the dangers involved in drinking and driving. (Author)

ED 112 315

CG 010 088

Vogelson, Andrew R.

Empathy and Stereotype Accuracy of Rehabilitation Counselors as Related to Education and Experience.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date [75]

Note—12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Behavior Patterns, \*Counselor Attitudes, Counselor Characteristics, \*Empathy, \*Prediction, \*Rehabilitation Counseling, Research Projects, \*Work Experience

Empathy and stereotype accuracy of rehabilitation counselors attempting to predict client responses on a problem inventory were studied. Results showed that all subject groups, pre-counselor through experienced counselor, with and without master's degrees, were able to make empathic and stereotype predictions at a level significantly better than chance, although relative accuracy was not demonstrated to increase significantly and directly as a function of either education or experience. Graduate counseling students were more accurate than either non-graduate students or novice counselors. As counselors became more experienced, their understanding of problems typically experienced by clients with certain disabilities improved, but their ability to be sensitive to the problems reported by specific clients decreased. As counselors gained experience, they tended increasingly to perceive their clients as some stereotyped "typical" client. (Author)

ED 112 316

CG 010 089

Carl, Janet A.

A Student Development Model at a Liberal Arts College.

Pub Date 14 Jan 74

Note—10p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cooperative Planning, Counseling Programs, \*Higher Education, Models, Program Descriptions, \*Student Development, \*Student Personnel Programs

The author maintains that student personnel work must give up its isolated position in the col-

lege community and begin to integrate with other departments. This paper presents the author's Three-Year Program for student development with a detailed account of programming for Year I. It includes such topics as campus life-career education and development; internship and employment opportunities; minority affairs; staff cohesiveness and development; and the role of women in today's and tomorrow's society. (Author/HMV)

**ED 112 317** CG 010 090

Wetterstrom, Magnhild  
Student Democracy in Grades 1-6. Educational and Psychological Interactions, Number 46, 1974.

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.  
Pub Date Mar 74

Note—29p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Classroom Environment, \*Democratic Values, Elementary Education, Elementary School Students, Foreign Countries, \*Interaction Process Analysis, \*Power Structure, Research Projects, \*Student Participation, Student Teacher Relationship  
Identifiers—\*Sweden

After a short introductory discussion, the results are presented from a series of mapping studies in which headmasters, supervisory teachers, student teachers and different teacher and student groups have expressed their views on co-influence in the school—how they experience the situation today and how they would like the influence to be divided in the future. Assessments are reported from teachers and students both at ordinary schools and at more progressive schools. The results indicate a generally positive attitude towards increased student influence, but also reveal several specific problems that emerge when this attitude is expressed in more concrete terms. (Author)

**ED 112 318** CG 010 091

Anderson, Kenneth R.  
Predictive Modeling of the Academic Performance of USAF Academy Preparatory School Graduates at the USAF Academy.

Report No—AD-A-003-598; GSA-SM-740-1

Pub Date Dec 74

Note—88p.; Master's Thesis, Air Force Institute of Technology

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$4.75, MF \$2.25, order No. AD/A-003598)

**Document Not Available from EDRS**

Descriptors—\*Academic Achievement, \*Correlation, \*Grade Point Average, \*Military Schools, Multiple Regression Analysis, Performance Factors, \*Prediction

This study used linear models developed by stepwise multiple regression to examine the relationship between performance at the United States Air Force Academy Preparatory School and subsequent grade point average (GPA) at the USAF Academy. Data collected on Prep School graduates in the Academy classes of '71 through '77 who had completed at least their first year at the Academy provided potentially significant quantitative factors for predicting Academy GPA. The proposed Prep School percentage grading method appears promising with regard to its ability to predict Academy GPA. (Author)

**ED 112 319** CG 010 092

Student Financial Assistance (Miscellaneous). Hearings before the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, Second Session, Part 6.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.  
Pub Date 74

Note—288p.; For related documents, see ED 099 081, CG 009 628, CG 009 660, CG 010 033 and HE 006 473

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

Descriptors—\*Educational Finance, \*Financial Support, Government Publications, Higher Education, \*Investigations, \*Postsecondary Education, \*Student Loan Programs  
Identifiers—\*Congressional Hearings

This document presents verbatim transcripts and prepared statements from the hearings on Student Financial Assistance before the Special Subcommittee on Education. The report reviews some of the financial aid programs available as they pertain to the current and projected needs and costs of students attending postsecondary educational institutions. Included are recommendations from various sources on tuition and fee levels, work-study programs, scholarships and loans. (SJL)

**ED 112 320** CG 010 093

Kusnerz, Peggy A., Comp. Pollack, Ann M., Comp.

Women: A Select Bibliography.

Michigan Univ., Ann Arbor. Library Extension Service.

Pub Date [75]

Note—46p.

Available from—Library Extension Service, 2360 Bonisteel Blvd., The University of Michigan, Ann Arbor, Michigan 48105

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Bibliographies, \*Females, \*Feminism, \*Media Selection, Reference Materials, Womens Studies

This select bibliography lists books, monographs, journals and newsletters which relate to feminism, women's studies, and other perspectives on women. Selections are organized by topic: general, bibliographies, art and literature, biography/autobiography, economics, education, family and marriage, history, politics and sex roles. Also included is a list of selected women's studies films and videotapes. Citations are not annotated. (SJL)

**ED 112 321** CG 010 094

Bar-Tal, Daniel Frieze, Irene H.  
Attributions of Success and Failure for Males and Females as Actors and Observers.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Achievement, Behavioral Science Research, \*Failure Factors, Locus of Control, Motivation, \*Psychological Patterns, \*Research, \*Success Factors  
Identifiers—\*Attribution Theory

This report presents the results of two experimental studies undertaken to investigate some of the differences in success and failure attributions made by actors and observers in an achievement situation. Causal attributions of a person actually experiencing a success or failure (the actor) and someone who read about the situation (the observer) were compared. Both sets of subjects were volunteers drawn from college introductory psychology and geology classes. Actors were found to be relatively more likely to perceive their outcomes as caused by external factors (task difficulty and luck), while observers attributed these outcomes more to internal factors (effort). Attributions for both actors and observers were also strongly affected by whether the outcome was a success or failure. Hypotheses concerning sex differences in attributions were only weakly supported. (Author)

**ED 112 322** CG 010 095

Samuels, Don Samuels, Mimi

The Complete Handbook of Peer Counseling. An Authoritative Guide for the Organization, Training, Implementation and Evaluation of a Peer Counseling Program.

Pub Date 75

Note—191p.

Available from—Fiesta Publishing Corporation, Educational Books Division, 1515 N.W. 7th Street, Miami, Florida 33125 (HC \$5.95, discounts on quantity available)

**Document Not Available from EDRS**

Descriptors—Accountability, Books, \*Counseling Programs, \*Counselor Training, \*Drug Education, \*Peer Counseling, \*Program Development, Program Evaluation

This handbook describes the merits of peer counseling within a drug education and prevention program, especially its effectiveness as compared to traditional approaches to drug abuse prevention. The means and methods to developing, organizing and implementing a peer coun-

selor program are described in detail. Implementation is presented on a day by day basis for the 15-day training cycle. The authors also provide methods and instruments for evaluating the programs as a whole, and the individuals within the program: the teacher, the peer counselor, and the student. (Author)

**ED 112 323**

CG 010 096

Brockman, William

Experiences of Volunteer Counselors with Juvenile Offenders.

Pub Date 25 Mar 75

Note—6p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Ancillary Services, Counselor Acceptance, \*Delinquent Rehabilitation, \*Helping Relationship, \*Juvenile Courts, \*Probationary Period, Program Descriptions, Speeches, \*Volunteers, Youth

The author presents a subjective view of the variety of interactions between volunteer counselors and juvenile offenders. This article describes some of the activities shared by the counselors and probationers, and the way in which these shared experiences served to help establish and maintain rapport. The volunteer counselors stress the importance of being able to listen quietly to, and suspend judgment of, the counselee; counter counselee anger and frustration with understanding, acceptance and friendliness; remain patient and come from their own strength as persons. (SJL)

**ED 112 324** CG 010 098

Herzog, Elizabeth And Others

Teenagers Discuss the "Generation Gap." Youth Reports No. 1.

Children's Bureau (DHEW), Washington, D.C.

Pub Date 70

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—College Bound Students, \*Communication Problems, \*Generation Gap, High School Students, \*Parent Child Relationship, \*Social Values, \*Student Opinion, Surveys

This report details the results of a study undertaken to poll high school student opinion on the "Generation Gap." A panel was randomly selected from students in college preparatory courses, in metropolitan areas located in the four main geographical regions of the United States. Replies to the questions were received from 251 students, in 53 schools, in 12 cities. Two open-ended questions asked the students to report the views that prevail among their friends and classmates as to (1) the main things adults do or say or fail to understand, that bother teenagers, and (2) the main things young people do or don't do that make things worse. The results of the study are reported as patterning of opinions rather than as exact count. The opinion patterns are complemented by numerous examples of student response. (Author/SJL)

**ED 112 325** CG 010 099

Kriner, Richard E. Vaughan, Michael R.

The Effects of Group Size and Presentation Method On the Impact of a Drug Presentation.

Human Resources Research Organization, Fort Knox, Ky. Div. 2.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.  
Report No—HumRRO-TR-75-11

Pub Date Jun 75

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Attitudes, Changing Attitudes, \*Drug Education, \*Group Instruction, Information Dissemination, \*Lecture, Military Personnel, Research Projects, \*Teaching Methods

The purpose of this research was to assess the relative effectiveness in changing attitudes of (a) a lecture method versus a discussion method of presenting drug information, and (b) large groups versus small groups as recipients of drug education efforts. A total of 475 basic trainees at Fort Knox, Kentucky were given a drug attitude and information questionnaire during the early part of "fill week" in their basic training, before they had received any Army training related to drugs. Four days later, the trainees were given a one-hour drug presentation, followed by another administration of the drug attitude and information

questionnaire. The method of presentation was either lecture, structured discussion, or unstructured discussion; group size ranged from five to forty-five trainees. The lecture was objective about drug users, stressed physical and psychological needs rather than drug "facts," and could be used in topical outline form to guide the discussion groups. Thirty-six trainees formed a control group. Neither group size nor method of presentation had a statistically significant effect upon attitude change. This report will be of interest to those concerned with drug education and attitude change. (Author)

**ED 112 326** CG 010 100

**Brown, George H.**  
**Randomized Inquiry vs. Conventional Questionnaire Method in Estimating Drug Usage Rates Through Mail Surveys.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.  
Report No.—HumRRO-TR-75-14

Pub Date Jun 75

Note—35p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Armed Forces, \*Drug Abuse, Information Seeking, \*Measurement Techniques, \*Questionnaires, \*Research Methodology, Research Projects, Sampling, \*Surveys

This report is a product of research conducted under a program exploring improved methods of acquiring data on sensitive topics, such as the scope and intensity of current social problems. In this case, the problem studied was drug abuse in the Army. A mail survey dealing with illicit drug use was conducted, comparing the data acquisition effectiveness of the Randomized Inquiry (RI) technique and a conventional-type questionnaire. The respondents were four stratified random samples, of approximately 500 men each, drawn from the U.S. Army, Continental United States. Variables studied were (a) method used in questionnaire (RI vs. conventional), (b) rank of respondent (officers vs. enlisted men), and (c) effect of advance notice on return rate. Five sensitive questions were developed to get information of the respondents' use of five drugs. Conventional questionnaires yielded more response than questionnaires employing the RI technique; drug usage rates reported were not significantly different under the two techniques. The questionnaire return rate proved to be higher for officers than for enlisted men, particularly when they received advance notice of the survey. Since the research performed for this project is primarily methodological, this report is of interest especially to personnel in the fields of operations research, data acquisition, management, and program planning. (Author)

**ED 112 327** CG 010 101

**Reaser, Joel M. And Others**

**The Prevalence of Drug Abuse in the Army: A Comparison of Urinalysis and Survey Rates. Technical Report 75-17.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.  
Report No.—HumRRO-TR-75-17

Pub Date Jun 75

Note—77p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Armed Forces, \*Comparative Analysis, \*Data Collection, \*Drug Abuse, Questionnaires, \*Research Methodology, Research Projects, Surveys

This report describes part of the research conducted under Work Unit MODE, which examined methodological approaches in acquiring valid research data pertinent to critical social problems. It describes a study in which rates of nontherapeutic drug use obtained by a random urine screening program among Army personnel were compared with rates obtained by an anonymous self-report questionnaire. Procedural methodology in the urinalysis program was also examined. Questionnaire administration and urinalysis testing were conducted during the spring of 1973 on a sample of over 1,000 personnel assigned to five posts. The questionnaire was an inventory of drugs on which the subject indicated frequency of use during the previous three days. The field testing procedures in the urinalysis program were examined to determine

variations in administration and to identify problems which could enable drug users to evade detection. As predicted, there was a discrepancy between the self-report rate of drug use and that found in urinalysis, with the self-report rate being much higher. Individual company commanders were particularly instrumental in determining the effectiveness of the urinalysis program. (Author)

**ED 112 328** CG 010 102

**Klein, Rosalyn Youngblood, Brenda**

**New Counselor Strategies—Implementing Learning Disability Programs.**

Pub Date Mar 75

Note—23p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Change Agents, \*Counselor Functions, Counselor Role, Elementary School Students, \*Learning Disabilities, Program Descriptions, \*Program Development, \*Remedial Instruction, Speeches, \*Teacher Role, Teamwork

The authors offer remedial techniques which might help counselors to deal with children with learning disabilities. Ninety-five percent of children with learning disabilities suffer difficulties in the visual and auditory modalities. Children with visual problems may experience difficulties in visual discrimination, visual-motor coordination and visual memory. In the auditory modality, a child may suffer from difficulties in auditory discrimination and auditory memory. The authors describe several remedial techniques to treat each of the mentioned learning disabilities, adopting a team approach to the problem. Before a child is treated, an effort is made to determine the specific nature and degree of his impairment. The latter is accomplished by the administration of achievement, and other appropriate visual and auditory tests as well as by the completion of a questionnaire by the teacher describing the details of the problem. Afterwards, the teacher, the counselor, the reading specialist and other specialists consult together and prepare a detailed program for remedying the specific difficulty faced. The program is carried out in a special room called the "resource room." Periodically, similar consultations are held to assess the progress made and to plan new approaches, if necessary. (Author/SE)

**ED 112 329** CG 010 103

**Humphrey, Fredrick G.**

**Changing Roles for Women: Implications for Marriage Counselors.**

Pub Date Oct 74

Note—18p.; Revised version of paper presented at Joint Annual Meeting of the National Council of Family Relations and American Association of Marriage and Family Counselors (St. Louis, Missouri, October 22-26, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Changing Attitudes, \*Females, \*Marriage Counseling, \*Role Theory, \*Sex Role, Social Attitudes, Social Work, State of the Art Reviews

The author contends that marriage counselors must be aware of the changing roles for women and the implications those changes have for contemporary marriage counselors. He presents an historical overview of the American woman's place in society, followed by a review of her status today. He also examines women's place in the social and helping professions, and elaborates some of the implications these changing roles have for today's marriage counselors. (Author/HMV)

**ED 112 330** CG 010 104

**Moore, Mary Delworth, Ursula**

**Initiation and Implementation of Outreach Programs. Student Development Staff Papers, Volume V, Number 2, 1974-75.**

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Pub Date [74]

Note—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Counseling Centers, \*Counseling Programs, Higher Education, \*Models, \*Outreach Programs, Program Descriptions, Program Development, Student Development, \*Student Personnel Programs

This paper describes a five-stage process for the development, implementation, and evaluation

of counseling outreach programs. Stage I takes the reader from the formulation of a germinal program idea through the procedures of assessing need for the program, assessing of agency resources, building a program planning team, and conducting a thorough literature search. Stage II sequentially outlines how to specify and enumerate behavioral goals for the program, how to develop its delivery system, how to design evaluation procedures and what to prepare for running the pilot program. Stage III emphasizes the importance of effective program publicity, the necessity of developing staff training methods, some notes on actually conducting the pilot program and ends with a discussion of the importance of studying the pilot evaluation results before deciding to embark on Stage IV. Stage IV consists of offering the program on a regular basis with refinement of training and evaluation methodologies. Finally, Stage V includes the periodic re-examination of the program in relation to its target, purpose, method and changing agency needs. (Author)

**ED 112 331** CG 010 105

**Barber, Joel A.**

**Survey of Selected Personnel Functions, May 1975.**

Seattle Public Schools, Wash. Personnel Dept.

Pub Date May 75

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Elementary Secondary Education, Personnel Directors, \*Personnel Policy, Research Projects, \*Responsibility, \*Role Theory, \*School Personnel, \*School Surveys

Identifiers—\*Washington (Seattle)

Twenty western and northern districts, 10 larger and 10 smaller than Seattle, were surveyed to determine the degree of responsibility of the Personnel Departments in selected functions in the following areas: (1) Certificated Staff, (2) Classified Staff, (3) Records and Payroll, (4) Salary Administration, and (5) Negotiations. Information was also sought regarding the position of the top personnel administrator and the major personnel problems as perceived by him. The major findings were: (1) the Personnel Departments of the majority of the districts are responsible for the personnel functions of the Certificated and Classified staffs and the Salary Administration; (2) the Payroll processing function is usually the responsibility of the Business Department; (3) negotiations are a separate function but receive input from the Personnel Department; (4) the overall personnel responsibility usually rests with an Assistant Superintendent reporting to the Superintendent or his Deputy; (5) the Assistant Superintendent for Personnel has ultimate responsibility for the Certificated and Classified staff whether they are administered as a unit or a separate division; (6) in districts with separate geographical administrative units, as in districts with a single unit, the personnel function is centralized; (7) staff development is most frequently the responsibility of the Curriculum/Instruction Division or Personnel; and (8) the major problems are in the area of personnel placement. These are complicated by the need for staff reductions, affirmative action and desegregation. (Author)

**ED 112 332** CG 010 106

**Young, Jerry L.**

**A Program to Identify Dropout-Prone Students, Assess Their Needs, and to Design an Individualized Instructional Program Appropriate for Meeting Such Needs.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Academic Failure, Behavior Change, \*Dropout Identification, \*Dropout Prevention, Individualized Instruction, \*Individual Needs, \*Potential Dropouts, Predictive Ability (Testing), Program Descriptions, Secondary Education, Teaching Methods

Achievement testing indicates that the typical student who leaves high school prior to graduation has academic deficiencies considerably below expected grade placement. The need exists for identifying potential dropouts prior to their actual withdrawal. After a dropout-prone student has been identified, an analysis of his specific needs should be made. Finally, specifically



tailed instructional programs based on needs should be implemented to allow the student to achieve academic and social growth. This paper describes such a program. A psychologist and psychometrist developed a battery of tests to help identify prospective dropouts, for whom a remediation program in basic mathematics was developed. Results indicate that the program was successful in encouraging students to stay in school. (Author/HMV)

**ED 112 333** CG 010 107  
Biggs, Donald A.

**Recent Research About British Students: A Brief Survey.** University of Minnesota Office for Student Affairs Research Bulletin, Vol. 15, No. 25. Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 30 Jun 75

Note—32p.; Paper presented at the Meeting of the Society for Research into Higher Education (Aston University, Birmingham, England, March 25, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Cultural Differences, \*Foreign Countries, Higher Education, State of the Art Reviews, \*Student Behavior, \*Student Characteristics, \*Student Research

Identifiers—\*Great Britain

This paper discusses the status of recent research about British students. It is suggested that such research provides a resource of social comparison data which is potentially useful to individuals involved in institutional decision-making. A sample of research studies is organized into three categories: (1) descriptions of present student behaviors or traits; (2) descriptions of different groups of students; and (3) descriptions of the relationships between present and future student behaviors or traits. (Author)

**ED 112 334** CG 010 108  
Aiello, John R. And Others

**Field Experimental Research on Human Crowding.** Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Apr 75

Note—15p.; Paper presented at the Annual Meeting of the Western Psychological Association (55th, Sacramento, California, April 24-27, 1975); Not available in hard copy due to legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Behavioral Science Research, College Freshmen, \*Dormitories, \*Environmental Influences, \*Interior Space, \*Physical Environment, \*Psychological Patterns, Research Projects, Sex Differences, Speeches

Identifiers—\*Crowding

Overcrowded residence halls at Rutgers University form the basis for this research study on the effects of overcrowding. Subjects were the occupants of 31 rooms (7 triple male rooms, 7 triple female rooms, 7 double male rooms, and 10 double female rooms). Two sets of measures were used to determine whether crowding caused arousal and stress. The first set involved the measurement of unbound cortisol obtained from urine samples. The second set of measures involved cognitive performance. Results indicate that crowding causes more negative effects on women than on men. (Author/HMV)

**ED 112 335** CG 010 109  
Patterson, Lewis E.

**Out of the Ivory Tower.**

Pub Date 6 Apr 75

Note—9p.

Journal Cit—Learning Notes (Cleveland State University Center for Effective Learning); p3-4 May 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Career Planning, \*Community Involvement, \*Counselor Training, \*Disadvantaged Youth, Inservice Programs, \*Institutes (Training Programs), Occupational Guidance, Program Descriptions, Secondary School Counselors

This article, published in Learning Notes, a house organ of Cleveland State University, describes the Career Guidance Institute—a program designed to provide counselors with firsthand experiences of the business and industrial centers of Greater Cleveland. Program partici-

pants, counselors and career education specialists from the Cleveland Public Schools, participated in an eight-week program which included in-plant experience for six weeks. The overall purpose of the Career Guidance Institute was to provide career development specialists with knowledge, skills, and attitudes necessary for them to assist economically disadvantaged students to make realistic career choices, and to make an easier transition from school to work. The eight-week program was divided into an orientation phase, an on-the-job phase, and a debriefing phase. (Author/HMV)

**ED 112 336** CG 010 110  
Lopez, Homero

**Report on the Survival Week Program 1974.**

Texas Univ., Austin. Office of the Dean of Students.

Pub Date [74]

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*College Freshmen, \*Counseling Services, \*Disadvantaged Youth, Higher Education, Minority Groups, Negro Students, \*Orientation, Program Descriptions, \*School Orientation, Student Personnel Programs

Identifiers—\*University of Texas Austin

The 1974 Survival Week Program was an orientation program designed for entering minority and economically disadvantaged students at the University of Texas at Austin. The major purpose of the program was to assist the participants in acquiring the knowledge and skills for academic, financial, emotional, and social "survival" in a complex university environment. The program was held in conjunction with the fall orientation program for all entering students and offered such activities as academic area meetings, registration information meetings, academic advising, communication exercises, sessions on student services and student life, money management workshops, and placement testing. Students completed an evaluation questionnaire which gathered their reactions to the quality and quantity of information and assistance provided to them. Evaluation results yielded positive overall ratings and comments concerning the program, while suggestions were made to improve areas such as placement tests and Ethnic Studies information. Based on specific recommendations by professional and student staff and participants, the Survival Week Program will be continued with emphasis on the development of more group cohesiveness for the participants. (Author)

**ED 112 337** CG 010 111  
Rosenberg, Jo And Others

**When Children Become Mothers—A Group Therapy Experience with Teenage Single Parents.**

Pub Date 23 Mar 75

Note—25p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Group Therapy, \*Mother Attitudes, Parent Child Relationship, \*Parent Counseling, Parent Education, Program Descriptions, Teenagers, \*Unwed Mothers

Identifiers—\*Advocacy

This paper examines the problem of teenage women who, because of deep-rooted pathological, psychological reasons, become pregnant repeatedly. All too frequently after giving birth to a series of unwanted, uncared for children these women and their children become psychiatric casualties. Attempts by helping agencies to deal with these adolescents are often unsuccessful. In a large metropolitan hospital the Ob-Gyn and Psychiatric Departments established a group therapy program which utilized "advocacy" as a primary mode of treatment. The group was designed as a quasi-family with the therapists emphasizing their roles as mother surrogates. With the therapists as advocates, feelings of self-esteem were reinforced, and the ability to deal effectively with others was conveyed. Problems were dealt with in a dynamic context by way of the group therapy process and advocacy stance. As a result of this corrective emotional experience in the group, the members have taken good care of themselves and their children. They have been better able to negotiate systems, and have made better use of resources available to them. Group members have also requested con-

tinued treatment to deal with "our messes that got us in these troubles." The adoption of this therapeutic stance which emphasized social and psychological advocacy as an expression of good mothering has had many positive results in working with teenage mothers. Such a therapeutic stance has widespread applicability in terms of prevention and treatment. (Author)

**ED 112 338** CG 010 112

Ference, Camille

**Participant Observers: A Low Threat Approach to Junior High Counseling.**

Pub Date [72]

Note—37p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Behavior Change, \*Counseling, \*Cross Age Teaching, Experimental Programs, Interaction, Interpersonal Relationship, Junior High Schools, \*Junior High School Students, \*Preschool Children, Program Descriptions

This paper examines a junior high counseling procedure which utilized preschool students as models. Differing with traditional modeling procedures, the junior high students were required to interact with the youngsters as well as each other. Following the interaction, twice-weekly group counseling sessions were conducted for a nine-week period to discuss the interpersonal behavior of the preschoolers and to have the junior high students relate it to their own behaviors. Some structural group procedures were also adopted. The goals of the procedures were increased self-understanding and understanding of others as expressed by improved interpersonal relations with persons both younger and older than the client as well as his peers. The program gained popularity among the students and staff throughout the two years of its existence. The impact of the procedure on participants' behaviors and attitudes as well as the school environment was assessed. The participants for this study included 24 students from a federally funded Title III ESEA experimental junior high school and 12 students from a neighboring traditional junior high. (Author)

**ED 112 339** CG 010 113  
Aron, Robert D. Gullotta, Thomas P.

**The Youth Resource Center—A Systems Approach.** Pub Date Mar 75

Note—12p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Interaction Process Analysis, Management Systems, \*Mental Health Programs, Models, Program Descriptions, \*Psychiatric Services, Speeches, \*Systems Approach, \*Youth Programs

Identifiers—Connecticut

This paper describes the Youth Resource Center (YRC) of Glastonbury, Connecticut—a multifaceted treatment facility. The YRC is based on a Systems-Interaction (SI) model of service, which maintains that a system can be changed by intervention at any point in the system; consequently, the same goals can be achieved through various target groups or individuals and various treatment approaches. The YRC is basically comprised of four program elements: (1) treatment (consisting of various therapeutic modalities, such as group therapy, family therapy, etc.); (2) education (such as equivalency preparation); (3) inservice training (workshops for staff and community-at-large presented by various professionals); and (4) creative experiences (such as art, music, dance workshops, kung-fu lessons. (Author)

**ED 112 340** CG 010 114  
Lamson, Frank E.

**The Geriatric Child in Today's Culture.**

Pub Date [74]

Note—16p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Case Studies, \*Geriatrics, \*Mental Health, Older Adults, \*Psychological Patterns,

\*Senior Citizens, Social Workers, \*Sociocultural Patterns, State of the Art Reviews

This paper develops the premise that there is today a new "child" in our culture developed in response to expectations of daily functioning, family relationships, societal status, economic level, medical illness, emotional needs, and financial management. This new "child" is a person who has usually passed the age of 65, and has found that the world no longer relates to him on an adult level. The purpose of the paper is to document the above premise and to suggest an alternative approach. In order to adequately do so, cases referred to the Social Services Department of the New England Memorial Hospital, Stoneham, Massachusetts, have been categorized on a random basis during the past year. The categorization has followed the areas detailed above. Of these an example has been chosen to illustrate the points made. Case studies, well disguised, are presented as an illustration of the topic area. Inherent in each of these case presentations is a clear indication of the methodical, often unconscious, way that the health and mental health professional and paraprofessional contribute to the process of turning a self-managing senior adult into a dependent and, often, neurotic "child." (Author)

**ED 112 341** 95 CG 010 135  
Saltz, Eli Meade, Edward  
Verbal Control of Impulsive Behavior in the Classroom. Final Report.

Wayne State Univ., Detroit, Mich.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Bureau No.—BR-0-0808  
Pub Date 15 Dec 73  
Note—73p.; Best copy available; some pages may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Academic Achievement, Academically Handicapped, \*Behavior Change, \*Locus of Control, \*Lower Class Students, Primary Education, Research Projects, \*Self Control, Socioeconomic Status, Verbal Development  
The present report covers five studies conducted on the development of impulse control and its role in the academic achievement of lower socioeconomic status (SES) children. The studies were performed on nursery school children and first graders. Results suggested that there are several different types of impulsivity, and that only one of these is related to academic achievement. In general, the research findings from the project show that lower SES children develop verbal control over impulsive behavior more slowly than middle SES children. Furthermore, it was found that lack of impulse control was significantly related to poor academic achievement in the lower SES first graders, even though IQ was controlled. Finally, an attempt was made to train lower SES children in techniques that would lead to increased verbal control over their impulsive behavior. The training techniques developed in this research were found to lead to greater impulse control on specially devised experimental tasks. However, the data were not clear on whether these improvements in impulse control resulted in better academic achievement. Further research is needed on this topic. (Author/SE)

**ED 112 342** 95 CG 010 271  
Jacobson, Thomas J. Mitchell, Anita M.  
Master Plan for Career Guidance and Counseling. Final Report.

Grossmont Union High School District, Calif.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 30 Jun 75  
Note—368p.; Not available in hard copy due to marginal legibility of original document  
**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Evaluation, Guidance Objectives, \*Master Plans, Models, \*Occupational Guidance, \*Program Development, \*School Districts, Secondary Education, \*Vocational Counseling

The Master Plan for Career Guidance and Counseling grew out of the recognition that a prerequisite for the provision of an outstanding, efficient and effective career guidance and counseling program was district-wide planning. The plan was funded by the vocational education council with augmented Vocational Education Act funds. The professional counseling staff as

well as administrators, teachers, students, parents and community members were involved in the project in an effort to meet the needs and recommendations of the communities served by the plan. The plan was modified for each high school to adjust to their particular needs. This master plan is scheduled for implementation during the 1975-76 academic year. The present report describes the rationale underlying career guidance and counseling, presents a model which directs the whole plan, discusses the goals and objectives of the plan and offers various assessment and evaluation measures of the procedures and strategies to be followed. Finally, it delineates expected costs of the plan and possible future steps to refinement of the plans. (Author/SE)

**ED 112 343** CG 010 301  
Dannemiller, Kathleen D. Linta, Edward  
Management by Objectives (MBO) in Student Services.

Pub Date [75]  
Note—182p.; Not available in hard copy due to marginal legibility of original document  
**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Accountability, Administrative Problems, Administrator Responsibility, \*Evaluation, Higher Education, \*Management by Objectives, \*Objectives, \*Student Personnel Services  
Management by Objectives (MBO), provides student personnel administrators some help in responding to the complexity of a constantly changing student community. MBO is a goal- and result-oriented process for effective management. A major MBO assumption is that people work better if they are clear about goals, if they help in setting their own job goals, and if they are clear about how they will be evaluated. For MBO to function successfully, all organization members need to understand and agree with the concept. Several pitfalls that might hinder the smooth functioning of MBO are discussed. Action steps to implement MBO, procedures and designs for setting goals, and the effect of management style on MBO implementation are described. The report presents three case studies in which MBO proved useful as well as common errors in trying to establish MBO-oriented programs. (Author/SE)

## CS

**ED 112 344** CS 001 585  
Ebert, Dorothy Jo Williamson  
Oral Language, Sex and Socio-Economic Status as Predictors of Reading Achievement.

Pub Date 74  
Note—183p.; Ph.D. Dissertation, The University of Texas at Austin  
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-4354, MFilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**  
Descriptors—Doctoral Theses, \*Effective Teaching, Elementary Education, Grade 2, Negro Students, Reading, \*Reading Achievement, \*Reading Instruction, \*Reading Research, Reading Skills

This study was designed to discover the degree of relationship between a number of predictor variables and reading achievement for 65 black second grade students in two Austin, Texas, schools. The seven predictor variables used were: oral language performance as measured by the Gloria and David Beginning English, Series 20, Test 6 (GDBE); an Estimated Reading Ability Group (ERAG) score; student sex; age; socioeconomic status; school; and teacher. Reading achievement scores from four different reading tests made up the criterion set of variables: The California Achievement Test (CAT), and informal reading inventory (IRI), the LaPray-Ross Graded Word List (LR-GWL), and the GDBE. The 29 male and 36 female subjects were randomly selected from a special communication skills project. Correlations were obtained between the primary predictor, the GDBE, and each of the four reading tests. Three sets of correlations resulted: GDBE Phonology, GDBE Grammar, and GDBE Total scores correlated with each of the four reading scores. All of these correlations were

significant. The teacher variable was a significant independent contributor to the multiple correlation for two reading tests, the IRI and the LR-GWL. (Author/WR)

**ED 112 345** CS 001 917

Learning to Read through Reading.  
Sierra Conservation Center, Jamestown, Calif.  
Pub Date 74

Note—6p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Adult Basic Education, \*Beginning Reading, \*Correctional Education, Cues, \*Effective Teaching, Prisoners, \*Reading Instruction, \*Reading Programs, Visual Learning  
Identifiers—Effective Reading Programs, \*Exemplary Reading Programs, Reading with Symbols, Right to Read

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program attempts to raise the reading skills of inmates of the Sierra Conservation Center to the level needed for training in conservation work while in prison, or for outside jobs after parole or release. The seven-week training session uses a reading-with-symbols method, giving the beginning reader visual cues to help identify the sound of a letter or a group of letters. Students first master consonant and vowel sounds from phonetic spelling lists, and as they proceed through the course to special reading books, the cuing with symbols is gradually reduced. The symbols enable the students to progress rapidly enough that they experience feelings of confidence and success in their reading. Students enter the program at the level at which they need work. The content of the program is designed to be of high interest to prisoners. (TO/IR)

**ED 112 346** CS 001 934  
Effective Reading Programs; Summaries of 222 Selected Programs.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 75  
Contract—NEC-400-75-0029; OEC-0-73-7054  
Note—262p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 13001, \$5.95 non-member, \$5.50 member)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**  
Descriptors—Adult Reading Programs, Developmental Reading, \*Effective Teaching, Elementary Secondary Education, \*Models, Postsecondary Education, Program Descriptions, \*Reading Improvement, \*Reading Instruction, Reading Materials, \*Reading Programs, Remedial Reading  
Identifiers—\*Effective Reading Programs, Right to Read

This catalog of reading programs is a result of an intensive search by the American Institutes for Research of reading programs in operation across the nation, followed by computer evaluation of the findings. Although the principal objective of the research was to produce multimedia inservice packages for reading teachers which demonstrate twelve outstanding programs, the number of effective reading programs discovered was too significant to go unreported. Summaries are given for each of the 222 programs judged to have potential for improving reading ability. The size of each program and its target population are described; its starting date, staff, and major features are given; its facilities, materials, and equipment are listed; and its cost is detailed. Sources of further information on each program are also included. The programs outline elementary, secondary, adult, and special education areas and cover a wide range of reading skills, organizational plans, and geographical areas. The twelve programs to be depicted in multimedia packages are also briefly described. More complete descriptions of most of the programs can be found in the ERIC system. (MKM)

**ED 112 347** 95 CS 002 066  
**The National Urban Coalition Right to Read Project, Phase 2, Production and Dissemination of Parents' Kits and Manuals. Final Report.**  
 National Urban Coalition, Washington, D.C.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.  
 Pub Date 75

Note—68p.; Attachments 2 and 5 removed due to poor reproducibility of material; Manual "Recipes for Reading" (English and Spanish) removed because of poor reproducibility of the colored pages; Not available in hard copy because of poor reproducibility

Available from—Manual "Recipes for Reading" only: National Urban Coalition, 1201 Connecticut Ave., N.W., Washington, D.C. 20036 (\$1.20 per copy)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Information Dissemination, \*Parent Participation, \*Program Evaluation, Reading, \*Reading Programs, Reports, \*Urban Education, Urban Youth

Identifiers—\*Right to Read

The first section of this final report consists of a discussion of the production and dissemination of parents' kits and manuals, including a list of the number of manuals sent out and the people to whom they were sent. This section is followed by both a report on the pilot phase of the project, in which toys, books, or materials used in this phase are evaluated or listed, and a report on the dissemination phase. The latter half of the document consists of lists of Right to Read Project participants, chief state school officers, directors of the Education for Parenthood Program, and Child and Family Resource Program contact people, as well as an example of what one nonparticipating coalition did with respect to distribution of the Right to Read "Recipes for Reading." A supplement to this report contains additional information concerning the dissemination evaluation. (JM)

**ED 112 348** CS 002 120

**Swalm, James E.**  
**Diagnostic Reading for Your Classroom.**

Pub Date 75

Note—76p.

Available from—DREIER Educational Systems, 300 Raritan Avenue, Highland Park, New Jersey 08904 (\$3.95 paper)

**Document Not Available from EDRS**

Descriptors—Class Organization, \*Diagnostic Teaching, Elementary Education, Grouping (Instructional Purposes), \*Individualized Instruction, \*Reading Diagnosis, \*Reading Skills, \*Teaching Guides, Teaching Methods

This teaching guide emphasizes a practical approach to the individualization of reading instruction in elementary classrooms and offers suggestions for implementing diagnostic reading instruction. Diagnostic reading instruction requires that reading lessons and independent activities be planned from an analysis of students' strengths and weaknesses in reading skills. Sections in the guide discuss a definition of diagnostic reading instruction; how to write a skills array; how to evaluate initially student skills, including ways to construct an initial test battery, determine readability levels, and prepare criterion referenced tests; how to evaluate students during the school year; how to keep records; and how to organize flexible groups. (MKM)

**ED 112 349** CS 002 132

**Devirian, Margaret Coda And Others**

**A Survey of Learning Program Centers in U.S. Institutions of Higher Education.**

Pub Date Mar 75

Note—11p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Developmental Reading, Financial Support, Higher Education, Junior Colleges, \*Learning Laboratories, National Surveys, Program Administration, \*Reading Programs, Remedial Reading Programs, \*Study Skills, \*Tutorial Programs, Tutoring, Writing Skills

A national survey of learning laboratories in institutions of higher education, conducted in 1974, is reported in this document. Questionnaires consisting of 70 items on administration, budget, other programs, facility, staffing, services, clients,

hardware and software, and evaluation were sent to all college and university learning centers in the United States. Responses were received from 1,258 of the 3,389 campuses listed in the "Educational Directory." Tables show both the responses to 13 of the questions and the returning institutional variables such as level, student population, name of program center (learning center, learning resource center, reading/writing lab, tutorial program, and other), and type of offering. Survey results show that more than half of the program centers are less than five years old, 85 percent are less than 10 years old, program centers have diversity of functions, and 61 percent of all respondents have program centers. The academic background of program administrators and funding of learning program centers is noted. (MKM)

**ED 112 350** 95 CS 002 134

**Gadway, Charles Wilson, H. A.**

**Functional Literacy: Basic Reading Performance. An Assessment of In-School 17-Year-Olds in 1974. Technical Summary.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 75

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Criterion Referenced Tests, Critical Reading, \*Functional Illiteracy, \*Functional Reading, \*Reading Comprehension, \*Reading Tests, Secondary Education

Identifiers—National Assessment of Educational Progress, Right to Read

The functional literacy of various groups of 17-year-old students was assessed to discover whether the reading skills which are usually taught in the schools are adequate for functioning in everyday life. Eighty-six test exercises were classified according to the various formats of reading materials they represent and according to the types of behaviors they elicit. The highest expected level of performance was determined by the achievement level obtained by a group of superior readers on a standardized reading test. All groups performed highest on drawings, pictures, signs, and labels and second highest on charts, maps, and graphs. Most groups performed third highest on passages, fourth highest on forms, and least well on reference materials. Comparison of the results of this test given in 1973-74 with a truncated version given to 17-year-olds in 1970-71 showed all groups gained in functional reading skills. Three exercise parts consisting of questions about an insurance policy statement, a traffic ticket, and an application form were answered well by no group, including the superior readers, which raises the question of further defining functional reading. (MKM)

**ED 112 351** 95 CS 002 135

**Below, Bruce And Others**

**Perinatal Events as Precursors of Reading Disability. Interim Report No. 17.**

Minnesota Univ., Minneapolis. Dept. of Psychoeducational Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1176

Pub Date Dec 74

Grant—OEG-32-33-0402-6021

Note—62p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Anomalies, Learning Disabilities, Minimally Brain Injured, \*Neurological Defects, Neurologically Handicapped, \*Perinatal Influences, \*Pregnancy, \*Reading Difficulty

A number of studies have been done on the relation between reading disability and complications of pregnancy and birth. The procedures and results of major studies are critically reviewed in this document, with attention given to issues of research design, test use, and statistical methods. Although none of the studies reviewed is free of methodological problems, the weight of the evidence supports the hypothesis that perinatal problems, especially low birth weight, are related to reading disability. Neonatal neurological damage is suggested as the major independent variable for investigators to pursue in the future. Included are an annotated list of references, an

extensive table charting the findings of the major studies discussed in the document, and an appendix listing the reading and intelligence tests used in the major studies. (Author/JM)

**ED 112 352** CS 002 136

**Stewig, John Warren**

**Book Illustration: Key to Visual and Verbal Literacy.**

Pub Date May 75

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Children's Literature, Elementary Education, Folklore Books, \*Illustrations, \*Oral Communication, Verbal Development, Visual Arts, \*Visual Literacy, \*Visual Stimuli

Visual and verbal literacy skills are crucial to children because of their relationship to reading, and to adults because of their social utility. Such skills are, paradoxically, among those least often developed in a systematic fashion in elementary schools. One reason for this is that component subskills of visual and verbal literacy are infrequently identified. The three subskills identified in this paper are describing, comparing, and oral valuing. An effective way of encouraging children to learn these skills is to use illustrations from children's literature. The approach offers many advantages because illustrations are easy to locate, plentiful, and of much interest to children. The teacher attempting to use this approach will find that children respond eagerly and in the process develop valuable visual and verbal literacy skills. (TS)

**ED 112 353** CS 002 137

**Van Osdel, Bob M. Geiger, Leonard J.**

**Teaching Phonetic Skills through Body Movement.**

Pub Date Jul 75

Note—39p.

Available from—MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$3.75 paper)

**Document Not Available from EDRS**

Descriptors—Auditory Perception, Beginning Reading, \*Educational Games, Elementary Education, \*Motion, Motor Development, \*Perceptual Motor Learning, \*Phonics, Physical Development, Remedial Reading, Space Orientation, Teaching Guides, Teaching Techniques, Visual Perception, \*Word Study Skills

A perceptual motor approach to learning phonics is presented in this teaching guide which includes a screening test and 50 learning games encompassing a wide array of phonics skills. Directionality, gross-motor skills, sensory-motor skills, and auditory and visual perceptual skills may be introduced to the children and taught during the games which are based on moving about on a floor grid according to verbal or visual directions. The total body movement activities require complete attention on the part of the learner and provide benefit to the hyperactive and nonattentive child as well as the "normal" child. (MKM)

**ED 112 354** 88 CS 002 138

**Pyatte, Jeff A. Mathews, Samuel R., III**

**New Adventure in Learning—Evaluation Report.**

University of West Florida, Pensacola. Educational Research and Development Center.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Note—49p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Demonstration Projects, \*Diagnostic Teaching, Grouping (Instructional Purposes), \*Individualized Reading, Inservice Teacher Education, \*Language Development, Open Education, Positive Reinforcement, Primary Grades, \*Program Evaluation, Reading Diagnosis, Reading Instruction, Reading Research, Team Teaching

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

An ESEA Title III project in language arts, this program emphasizes instruction tailored to the individual learner's needs. In the fall of 1974, Southside Elementary School, Crestview, Florida, adopted the program which is described and evaluated in this paper. Program components include team teaching in an open space classroom; the use of informal inventories and careful observa-



tion to diagnose each learner's language needs; a written reading prescription for each learner; assignments in programmed materials, reading kits, basal readers, listening stations, workbooks, and learning games; and inservice teacher training. While the program was received enthusiastically, the results of the evaluation showed no significant gains in reading achievement when compared with the previous year. In fact, all gains were lower for the project year than for the year before. Another finding was differences in reading achievement gains for different ability levels. Higher ability learners achieved larger gains. (MKM)

ED 112 355 CS 002 139

Montare, Alberto And Others  
Words and Pictures: The Failure of the Samuels Design to Test for Distractibility.  
Pub Date 75

Note—38p. Unpublished study prepared at Rutgers University, The State University of New Jersey

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Attention, \*Beginning Reading, Language Development, \*Paired Associate Learning, Primary Education, \*Reading Instruction, Reading Research, \*Reading Skills, Research Methodology

Identifiers—\*Distractibility (Reading)

This paper represents an attempt to study the graphic-phonemic associations that are formed during the acquisition and subsequent retention of beginning reading responses and to evaluate the heuristic value of viewing the formation of these associations as a classical conditioning process. Two experiments—one on first graders and one on first and third graders—are contained in this paper. These replications and extensions of Samuels' (1967) tests in both laboratory and classroom of the distractibility of pictures in the initial acquisition of reading responses to printed words resulted in both failure to replicate the original findings and in a major reinterpretation of the design. Application of the classical conditioning model to Samuels' test of attentional processes in beginning reading revealed that it does not provide an adequate test of attention, but rather, constitutes a test of either learning to read using intrinsically-produced, visually mediated responses or learning to read using extrinsically-produced, verbally mediated responses. (Author/RB)

ED 112 356 95 CS 002 140

Eberly, Donald W.

How Does My Child's Vision Affect His Reading?

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—13p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$0.35 members, \$0.50 nonmembers)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Early Childhood Education, Parent Participation, \*Reading Ability, Reading Development, \*Reading Difficulty, \*Vision, Vision Tests, \*Visual Acuity, Visual Discrimination, Visual Perception

Various eye problems and the effects they can have on children's reading abilities are explored in this pamphlet, which is one of a series designed to answer parents' questions about their children's reading development. Topics discussed are the demands on vision made by reading, problems that affect visual acuity (nearsightedness, farsightedness, and astigmatism), problems that result from refractive differences (double vision, crossedness, walledness, and accommodation), color blindness, identifying visual problems (symptoms and vision screening), and what parents can do in regard to their children's vision. An annotated bibliography of two books is provided, six reference books are listed, and questions for thought and discussion are included. (JM)

ED 112 357 95 CS 002 141

Rogers, Norma

What Books and Records Should I Get for My Preschooler?

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—19p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$0.35 members, \$0.50 nonmembers)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Booklists, \*Childrens Books, \*Childrens Literature, Early Childhood Education, Parent Participation, Parent Role, \*Phonograph Records, Preschool Children, Preschool Learning

Identifiers—Discographies

This micromonograph for parents suggests reasons why books and records are important for preschool children and offers a list of useful resources. The books are listed in two broad age groups—infants to three years and three to six years—and are categorized according to the major emphasis: emotional and social development, intellectual development, or entertainment. The records have been selected because they represent a wide variety of subjects for meeting the different needs of children. (TS)

ED 112 358 95 CS 002 142

Ransbury, Molly Kayes

How Can I Encourage My Primary-Grade Child to Read?

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—13p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$0.35 members, \$0.50 nonmembers)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Childrens Books, \*Childrens Literature, Early Childhood Education, \*Learning Activities, \*Parent Participation, Primary Education, \*Reading Games, Reading Interests

The first section of this pamphlet discusses factors that influence reading interest, such as age, sex, grade level, exposure to books, availability of printed materials, reading ability, identity, and reward. The second section offers such suggestions for stimulating interest in reading as knowing your child, being aware of your example, encouraging wide reading, encouraging library visits, guiding your child's ability to scan, being a good listener, being willing to share, and providing reading-related activities (story writing, reading games, role playing, and story comparisons). The final section offers a list of books for children and for adults who are interested in helping children to read. (TS)

ED 112 359 95 CS 002 143

Rogers, Norma

How Can I Help My Child Get Ready to Read?

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—25p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$0.35 members, \$0.50 nonmembers)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Early Childhood Education, \*Early Reading, Parent Participation, \*Parent Role, Reading Development, Reading Processes, \*Reading Readiness

This micromonograph describes reading readiness and offers suggestions for parents to help their children develop skills and abilities useful for reading. The six sections discuss the following topics: parents' roles and how children learn, toys which build reading readiness, the importance of encouraging children to talk and listen, ways in which to help children develop social and emotional balance, ways to provide a broad intellectual experience for children, and the importance of reading frequently to children. A brief annotated list of books on readiness is included. (TS)

ED 112 360 95 CS 002 144

Baghban, Marcia

How Can I Help My Child Learn to Read English as a Second Language?

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—17p. The Spanish text of this document may be found in CS 002 145

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$0.35 members, \$0.50 nonmembers)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bilingualism, Elementary Secondary Education, \*English (Second Language), \*Language Development, Parent Child Relationship, \*Parent Participation, \*Reading Instruction, Reading Readiness, Spanish Speaking

Suggestions for ways in which parents can help their children learn to read English are contained in this short booklet. Activities to be performed in the home, such as listening to and talking to the child in any language, reading aloud, reading for oneself, obtaining books for the home, and organizing study time for the child, are discussed. Community activities for parents, such as adult classes, museum trips, and school volunteer participation, are encouraged. A list of sources for reading materials and magazine articles on the problems of bilingualism is included. (MKM)

ED 112 361 CS 002 145

Garcia, Ricardo L. Deyoe, Rita Maxine

Como ayudar a su hijo a aprender a leer ingles como segunda lengua. (How Can I Help My Child Learn to Read English as a Second Language.)

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—17p. In Spanish: The English text of this document may be found in CS 002 144

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$0.35 members, \$0.50 non-members)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bilingualism, Elementary Secondary Education, \*English (Second Language), Language Development, Parent Child Relationship, \*Parent Participation, \*Reading Instruction, Reading Readiness, Spanish Speaking

Suggestions for ways in which parents can help their children learn to read English are contained in this short booklet written in Spanish. Activities to be performed in the home, such as listening to and talking to the child in any language, reading aloud, reading for oneself, obtaining books for the home, and organizing study time for the child, are discussed. Community activities for parents, such as adult classes, museum trips, and school volunteer participation, are encouraged. A list of sources for reading materials and magazines articles on the problems of bilingualism is included. (MKM)

ED 112 362 CS 002 146

Visual Search Activity: A Tool for the Evaluation and Development of Computer-Assisted Reading Instructional Programs. Annual Report.

Washington Univ., St. Louis, Mo. Behavior Research Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-TIE-EPP75-15388-1

Pub Date Sep 75

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Computer Assisted Instruction, \*Evaluation, \*Eye Fixations, \*Eye Movements, Eye Regressions, \*Reading Processes, Reading Research

Identifiers—\*PLATO

Information on six research programs which studied eye movements during reading and evaluated aspects of PLATO-displayed reading instructional material is provided in this report. An analysis of eye movements of "competent" and "less competent" readers showed for general and detailed information showed many differences between them. One of the findings is that competent readers made fewer saccadic eye movements per line of print and spent less time on fixation pauses. In addition, when reading for detail, they did not change the size of the informational chunk taken in during each fixation pause but did

increase the amount of time spent on such fixation pauses. Less competent readers decreased the informational chunk taken in per fixation but did not change the amount of time spent per fixation. Also reported are a pilot study concerning blink or saccad suppression of information, a study of eye movements as readers scan back from the end to the beginning of a new line, and the development of a procedure for measuring head movements. A study of informational chunking which investigated the effects of the wider angular distance of the PLATO display and typed materials suggests that a drop in efficiency of reading speed is noted when reading these compared to reading a printed book format. (MKM)

**ED 112 363** CS 002 147

*Sticht, Thomas G.*  
**The Acquisition of Literacy by Children and Adults.**

Pub Date 75

Note—48p.; Paper prepared for the Delaware Symposium on Curriculum, Instruction, and Learning: The Acquisition of Reading (2nd, University of Delaware, June 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Adult Literacy, \*Cognitive Development, \*Cognitive Processes, \*Decoding (Reading), \*Language Ability, \*Language Development, \*Listening Comprehension, \*Literacy, \*Literacy Education, \*Reading Development, \*Reading Research, \*Reading Skills, \*Study Skills, \*Teaching Models

A developmental model of literacy based on language and cognitive skills is presented in this paper. Two independent learning strands suggested as major factors in achieving literacy are learning to understand language by eye (reading) as skillfully as one can understand language by ear (auding) and learning to use the printed medium for literacy task performance in understanding various graphic displays using iconic, linguistic, and schematic representations. Examples of advanced information processing skills involved in the latter are presented and explained. A study designed to assess discrepancies between auding and reading skills of adults in a literacy training program used the Durrell Listening Reading Test and obtained auding scores for the adults of only the fifth-grade level. In a second study, it was observed that adults who scored at the eighth-grade level on a standardized reading test may be less developed than a group of average fifth-grade readers in automaticity of decoding. This and other studies surveyed suggest that learning to understand language by eye as skillfully as by ear may take several years after the initial decoding has been mastered. (MKM)

**ED 112 364** CS 002 148

*Spache, George D.*  
**Good Reading for the Disadvantaged Reader. Multi-Ethnic Resources.**

Pub Date 75

Note—311p.

Available from—Garrard Publishing Company, 1607 N. Market, Champaign, Illinois 61820 (\$5.75 paper)

**Document Not Available from EDRS**

Descriptors—\*Adult Literacy, \*Annotated Bibliographies, \*Disadvantaged Youth, \*Elementary Secondary Education, \*Language Experience Approach, \*Minority Groups, \*Reading Improvement, \*Reading Instruction, \*Reading Materials, \*Self Concept

The focus of this book is on improving reading instruction among disadvantaged minority groups through the language experience approach. Four chapters contain discussions of self-concept, the growth of self-concept, reading instruction and the disadvantaged, and adult literacy. The other 16 chapters consist of bibliographies on the heritage of black Americans—from Africa and other countries; the American heritage of the black American; the black American today; the American Indian background and history; the American Indian today; the Eskimo and Alaska; inner city life; Mexican-American and migrant workers; orientals; Puerto Ricans; social science; reading improvement; materials for instructional units in art, music, literature, and human relations among minority groups; audiovisual resources; professional resources; and materials for basic education of adult illiterates and school dropouts. Appendixes include an author and title index, a title and author index, and lists of publishers' names and addresses. (JM)

**ED 112 365** CS 002 149

*Lantz, Albert W. Holt, Janet M.*  
**California's Early Childhood Education Program (Its Impact on Reading and Language Development of Children Ages 5-9).**

Pub Date [75]

Note—8p.; Study prepared at the La Mesa-Spring Valley School District, Calif.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Early Childhood Education, \*Instructional Programs, \*Language Development, \*Mathematics, \*Primary Education, \*Reading, \*Reading Development, \*Writing

The goals of this instructional program for California public school children aged five through eight, begun during the 1973-74 school year, are to insure that all children who complete third grade will be able to read, write, and compute and to help children develop positive attitudes toward school so that they can achieve their learning potential throughout their compulsory school years. This document outlines briefly the instructional components of the program (language development, reading, mathematics, multicultural education, bilingual-bicultural education, and other curriculum areas), the support components (staff development, parent participation, parent education, and health/auxiliary services), and program strategies, and includes three tables charting results of a program evaluation. (JM)

**ED 112 366** CS 002 150

*Hall, Conner*  
**Interfacing Tutoring and Reading Programs: Training Tutors to Do My Job.**

Pub Date 75

Note—14p.; Paper presented at the Annual Conference of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Educational Programs, \*Higher Education, \*Learning Activities, \*Reading Programs, \*Study Skills, \*Teaching Techniques, \*Training, \*Tutorial Programs, \*Tutoring, \*Tutors

A program for tutorial assistance and tutor training at the University of Texas at Austin is described in this document. The tutorial assistance program attempts to provide help with both study skills and specific course content, since students experiencing academic difficulty in a specific course may request tutoring aid, not realizing that their approach to learning may be interfering with their mastery of the course. Two types of positions for student tutors are: tutor consultants or advisors, who interview prospective tutees, serve as paraprofessional learning specialists, and act as consultants with student tutors in their efforts in guiding a student's learning; and student tutors, who actually tutor the student in a course. Training for the tutor consultants has focused on expanding their knowledge and expertise in interviewing skills and diagnostic techniques, learning skills and teaching strategies, consultation techniques, and administrative skills. Methods for training have included workshops on selected topics of interest, weekly staff meetings, and individual weekly meetings with the director. (MKM)

**ED 112 367** CS 002 151

*The Formula Phonics Reading Chain Program at Patterson Road Elementary School; A Video Trip to Patterson Road School.*

Integrative Learning Systems, Inc., Glendale, Calif.

Pub Date 75

Note—54p.; See related document ED106846

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Ability Grouping, \*Decoding (Reading), \*Developmental Reading, \*Elementary Education, \*Grouping (Instructional Purposes), \*Phonics, \*Reading Instruction, \*Reading Processes, \*Reading Programs, \*Reading Skills, \*Videotape Recordings

Identifiers—\*Formula Phonics Videotape Reading Chain Program

A new kind of reading-language processing system, which has been in use at the Patterson Road School (Orcutt, California) since December 1972, is described in this document. The program consists of two ungraded reading chains of twelve groups each (determined by reading comprehension) which meet for 45 minutes daily, read material above the group's tested total reading

level, and decode unfamiliar words using the Formula Phonics System learned by videotape at the beginning of the program. Reading matter—short stories first, then novels and other works—is chosen for literary worth and interest level and instruction is designed to teach critical thinking with open-ended questioning and to reinforce thinking processes and reading skills by writing tasks keyed to the reading experience. Pupils move up on the chain upon the teacher's recommendation. Detailed information about the reading chain design, staff development procedures, specific methodology, and the school is included in this document. A separate leaflet contains a discussion of a program evaluation scale and an evaluation-contrast form to be used after viewing "Video Trip to Patterson Road School." (JM)

**ED 112 368** CS 002 152

*Downing, John*  
**Thinking About Reading.**

Pub Date May 75

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Beginning Reading, \*Cognitive Processes, \*Language Experience Approach, \*Reading, \*Reading Development, \*Reading Instruction, \*Reading Processes, \*Reading Research

Cognitive confusion is the common state of young persons in regard to concepts of units of writing. In the past 10 years, research has accumulated to show that all children pass through the important stage of initial cognitive confusion in learning to read. Children often confuse "writing" with "drawing," "letter" with "number," and so on. Cognitive confusion is a natural outcome of normal environmental conditions which cannot be avoided, but if it persists too long it may prevent the child from understanding the task of learning to read. Several studies about helping children to develop language concepts have been conducted. The general key to improving this kind of concept learning is the use of the language-experience approach. Children need experiences of spoken and written language which are relevant to them and which allow them to discover the functions of reading and writing. (TS)

**ED 112 369** CS 002 153

*Jones, Margaret B.*  
**Children's Reading Achievement as a Function of Varying Specificity of Purpose Setting Directions.**

Pub Date 74

Note—13p.; Study prepared at the University of Delaware

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Behavioral Objectives, \*Grade 6, \*Intermediate Grades, \*Reading Ability, \*Reading Achievement, \*Reading Comprehension, \*Reading Instruction, \*Reading Research, \*Reading Skills, \*Teaching Methods

This study was designed to confirm the hypothesis that objectives which focused on items of information best facilitated reading retention among a population of elementary school children while controlling for the children's reading level rather than for the "density" of the reading passage. Two 550-word reading passages taken from "Life in the Ancient World" were rewritten to conform to sixth-grade readability levels. Alternate form reliability was established in a preliminary investigation in which cloze tests constructed from both passages were administered to a group of 45 sixth graders. It was concluded that, given the design of this study, neither specific nor general reading directions influenced the level of reading achievement. It may be that sixth-grade children just have not yet developed the reading skills necessary to use reading directions of the type provided in this experiment. For these children, purpose setting directions which are facilitative may be those which are discussed, verbalized, or in some manner internalized, rather than those presented in a list. (RB)

**ED 112 370** CS 002 154

*Bamberger, Richard*  
**Promoting the Reading Habit. Reports and Papers on Mass Communication, No. 72.**  
United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—52p.

Available from—Department of Mass Communication, Unesco, Place de Fontenay, 75700 Paris, France (\$2.65 paper)

#### Document Not Available from EDRS

Descriptors—\*Effective Teaching, \*Literacy, Reading Development, \*Reading Habits, Reading Instruction, \*Reading Interests, \*Reading Materials, Reading Research, Surveys

As a response to the close of the 1972 International Book Year sponsored by UNESCO, this study was suggested concerning the reading habits of people throughout the world. A concern was expressed that without reading practice reading skills already learned would be quickly lost and life-long education would not take place. The author surveyed studies of reading habits throughout the world, noting differences in the readership of various countries and between adults and children. In almost every country usually twice as many children read as do adults, a difference that is even greater if one considers the difference between the life spans of each group. Topics explored in this study which are related to promoting reading habits are: the effective teaching of reading, the results of research on motivations for reading and reading interests, the factors which influence reading interests, the methods for determining individual reading interests, the promotion of developing reading interests and the reading habit, and some suggested tasks for research. Ideas are drawn from research performed in many countries. A bibliography is included. (MKM)

ED 112 371 CS 002 156

Marzano, Robert J. And Others

#### A Study of the Relationship between Syllabication Ability and Reading Comprehension.

Pub Date 75

Note—5p.; Unpublished study prepared at the University of Colorado at Denver

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Intermediate Grades, \*Reading Comprehension, \*Reading Instruction, \*Reading Research, \*Syllables, \*Word Recognition Identifiers—\*Syllabication Ability

The purpose of this study was to determine the strength of the relationship between syllabication ability and reading comprehension. Pre- and post-tests using the syllabication and comprehension subtests of the Stanford Diagnostic Reading Tests were administered to 275 middle school children involved in corrective and developmental reading programs. The results of the study indicate that there is a slight correlation (.13) between gain in syllabication ability and gain in reading comprehension, but it is suggested that it may not be great enough to justify teaching syllabication rules in an attempt to improve reading comprehension. It is recommended that experimental studies be conducted to determine if instruction in syllabication improves word recognition ability and/or vocabulary. (LL)

ED 112 372 CS 002 157

Marzano, Robert J. Osband, Fran

#### Mathematics Achievement Tests and Reading.

Pub Date 75

Note—8p.; Unpublished study prepared at the Univ. of Colorado at Denver

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Achievement Tests, Elementary Education, Grade 3, Grade 4, Item Analysis, \*Mathematics, \*Readability, \*Reading Difficulty, Reading Research, Reading Skills, \*Standardized Tests

The purposes of this study were to determine the relationship between item readability and item difficulty in a standardized mathematics achievement test, and to determine if students could raise their mathematics achievement scores if they were given aid in reading items that presented them with reading difficulty. Two hundred third and fourth grade students from metropolitan Denver were selected for the study. It was concluded that the ability to read test items on a mathematics achievement test is a factor in the overall score, and that systematic instruction in some vocabulary words prior to the administration of a test could improve students' scores. The implications of the study are also examined. (RB)

ED 112 373 CS 002 158

Finney, Frank

#### Monster Moose Reading.

Pub Date 75

Note—35p.; Paper presented at the Annual Meeting of the Transmountain Regional Conference of the International Reading Association (2nd, Calgary, Alberta, Nov. 13-15, 1975)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Beginning Reading, \*Child Language, Language Skills, Primary Education, Reading Materials, \*Reading Programs, \*Self Concept, Story Telling, \*Student Developed Materials, Teaching Techniques

Monster Moose (MM) Reading is a program specifically aimed at improving children's language, beginning reading, and self-concept development through the creation and utilization of student-authored reading materials which feature a series of wordless picture books about a magical moose. The MM Program is based on the following general principles of learning: that language, reading, and thinking are interdependent; that children learn new language best if they feel the need for verbal communication; that children learn new language best when it is associated with something they already know or with something they can see or feel; and that children will learn new language best when it is heard and used often. In this document, teaching techniques are suggested in order to help the teacher facilitate listening, develop speaking, aid writing, and promote reading. Ten story outlines for the teacher to elaborate upon and narrate to the class are included. (LL)

ED 112 374 CS 002 159

Curry, Joan F. Morris, William P.

#### Searching the Professional Literature in Reading. Reading Aids Series.

International Reading Association, Newark, Del.

Pub Date 75

Note—51p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 216, \$3.00 non-member, \$2.00 member)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Educational Resources, Periodicals, Publications, \*Reading Instruction, Research Tools, \*Resource Materials, \*Scholarly Journals

Identifiers—\*Educational Resources Information Center, ERIC

Practical techniques for keeping abreast of the professional literature on the teaching of reading are contained in this booklet. Topics of the six chapters are: purposes for professional reading, criteria for choosing a wise search plan, how reading information is organized, how to keep up-to-date through browsing, the ERIC system and how to use it, and how to do a topical search in five phases. Also included are a bibliography and five appendices: sample pages from the ERIC "Thesaurus," a checklist on how to use the "Current Index to Journals in Education," the table of contents of "A Guide to Information Sources in Reading," a checklist for evaluating educational research, and a list of journals containing articles on reading. (JM)

ED 112 375 CS 002 160

Hopkins, Carol J. Moe, Alden J.

#### The Validation of a Synthetic Syllable Count Appropriate for Computer-Determined Readability Estimates.

Pub Date 75

Note—26p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Computer Programs, Computers, Elementary Secondary Education, Higher Education, \*Readability, \*Reading Research, \*Syllables

The purpose of this paper was to investigate letters-per-syllable constants as predictors of true syllable counts for basal readers and trade books at five instructional levels. One hundred fifty language samples of approximately one hundred words each were selected and keypunched for computer analysis to determine average word length and total number of running words. Manual syllable counts for each sample were also performed. Their values were then used to calculate letters-per-syllable predictors for each level. The use of letters-per-syllable constants predicted between 73 percent and 90 percent of the variance of the actual syllable count. It was concluded that this procedure for calculating the

number of syllables makes it possible to program a computer to compute readability of language samples using readability measures which rely on syllable counts. (TS)

ED 112 376 CS 002 161

#### Teaching Reading Skills. Volume I.

Montgomery County Public Schools, Rockville, Md.

Report No—Bull-246

Pub Date 71

Note—297p.; Several pages will have marginal reproducibility due to small type; See related documents CS002162 and CS002163

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—Course Descriptions, Evaluation Methods, Language Skills, Primary Education, \*Reading Instruction, \*Reading Programs, \*Reading Skills, \*Teaching Methods

This bulletin describes the reading program in the Montgomery County (Maryland) Public Schools and provides guidelines to help teachers assess the individual strengths and needs of their students. Ways in which the teacher may organize the classroom and ways in which children may be grouped in order to facilitate their learning are suggested. The bulletin also lists instructional materials and provides guidelines for selecting these materials in order to meet specific teaching purposes. A glossary of reading terms and a packet of assessment tasks are included. (LL)

ED 112 377 CS 002 162

#### Comprehension—Critical Reading/Thinking Skills, K-12 (The Big 9); Teaching Reading Skills. Volume II.

Montgomery County Public Schools, Rockville, Md.

Report No—Bull-246

Pub Date 74

Note—502p.; See related documents CS002161 and CS002163; Some pages may have poor reproducibility due to small type

EDRS Price MF-\$0.92 HC-\$26.02 Plus Postage

Descriptors—Behavioral Objectives, Comprehension, \*Critical Reading, \*Critical Thinking, Elementary Secondary Education, Evaluation Methods, \*Models, \*Reading Comprehension, \*Reading Instruction, Reading Programs, Teaching Methods

This comprehension model defines and describes nine categories of comprehension, including word meanings, location/recall, translation, interpretation, prediction, application, analysis, synthesis, and evaluation. Each of the categories includes the following sections: highlights, containing a definition and questions; instructional objectives for kindergarten through grade twelve; a discussion of the topic; and learning activities for kindergarten through grade twelve. Also included are a summary of the contents, a conclusion, an annotated resources list, and a bibliography. (LL)

ED 112 378 CS 002 163

#### Prereading; Teaching Reading Skills. Volume III.

Montgomery County Public Schools, Rockville, Md.

Report No—Bull-246

Pub Date 74

Note—120p.; Pages 86 and 87 will have marginal reproducibility due to small type; See related documents CS002161 and CS002162

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Beginning Reading, Early Childhood Education, Evaluation, \*Language Skills, \*Prereading Experience, \*Reading Development, \*Reading Instruction, Reading Skills, Teaching Methods

This volume describes and discusses the areas in which children must develop in order to learn to read, emphasizing the recognition of the different rates of development for various children. Contained in this material are suggestions regarding the role of the classroom teacher in assessing the needs of the young child and in planning and organizing for teaching. Lists of resources and materials are offered as references to be used by educators in updating and formulating a prereading program. Group and individual checklists are included to add to the teachers' tools for assessment. The information is also designed to facilitate the process of evaluating and reporting student progress. (LL)



## ED 112 379 CS 002 164

*Brochtrup, William A.*  
Too Good for Words: An Annotated Bibliography of Wordless Children's Books.

Pub Date [75]

Note—14p.; Not available in hard copy due to marginal legibility of original document; Prepared at Pacific Lutheran University

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*Children's Books, \*Children's Literature, Early Childhood Education, Instructional Materials, \*Reading Materials

This annotated bibliography describes 119 books without words for children. Listed are such books as "The Package," "The Wrong Side of Bed," "Elephant," "I See a Song," "The Very Long Tail," "Chimp and Chump," "Christmas Kitten," "Rolling Downhill," "Sunnyside Up," "Adventures of Paddy Pork," "Jacko," "Naughty Nancy," and "A Flying Saucer Full of Spaghetti." In addition to the brief annotations, the name of the author, title, publisher, and date are provided. Most books were published in the 1970s. (TS)

## ED 112 380 CS 002 165

*Wirt, John G.*  
Implementing Diagnostic/Prescriptive Reading Innovations.

Rand Corp., Santa Monica, Calif.

Report No.—P-5406

Pub Date Apr 75

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Elementary Secondary Education, Instructional Innovation, \*Reading Diagnosis, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Research, Teaching Methods

Identifiers—\*Diagnostic Prescriptive Approach, Elementary Secondary Education Act Title III, ESEA III, Right to Read

The results of fieldwork in six diagnostic/prescriptive reading projects in school districts within and around Santa Monica, California, are summarized in this paper. The fieldwork was designed to examine the process of implementing diagnostic/prescriptive approach reading projects and was done as part of a large Rand study of innovative projects in four federal programs: Title III of the Elementary and Secondary Education Act; Title VII (the Bilingual Program) of the same Act; the Vocational Education Act, Part D; and the Right to Read Program. Fieldwork data were collected through semistructured interviews with superintendents, project directors, principals, teachers, and others with a knowledge of the project, such as district office personnel or parents. The adaptation and implementation problems observed in the six reading projects strongly suggest that the diagnostic/prescriptive approach to organizing reading instruction imposes behavioral change demands on teachers that require substantial extra resources to implement and, even more important, to continue. (LL)

## ED 112 381 CS 002 166

*Willy, Todd G.*  
Oral Aspects in the Primitive Fiction of Newly Literate Children.

Pub Date 75

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Children's Literature, \*Composition (Literary), \*Creative Writing, Educational Research, Elementary Education, Literary Analysis, \*Oral Expression, \*Reading Research

Various aspects of 145 representative oral and written compositions of six- and seven-year-old new literates are discussed in this paper. The determination to label these compositions as "primitive fiction" was made primarily on the assumption that children's first attempts at fictive narrative take on the aspects of their cultural literary heritage, as each child reweaves the unique complexities of oral language patterns. Discussed are such topics as evidence of listener awareness, stylistic and rhetorical contrivances, and individualization in plots and motifs. It was concluded as follows: that through representative and interpretive projections, newly literate children show a marked preference for reappraising and reorganizing received literature in relation to their own sense of creative awareness; that the most predominate conventional patterns in the

newly literate child's fiction are those which most resemble conventional aspects of oral traditional literature; and that the literature of newly literate children is a sophisticated form of primitive art which should be judged on its own terms and not by standards of contemporary adult literature. (TS)

## ED 112 382 CS 002 167

*Davis, John E.*

I.S.C. (Indiana State Council) Reading Test Survey.

International Reading Association. Indiana State Council.

Pub Date 75

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Achievement Tests, Elementary Education, \*Mental Tests, \*Questionnaires, \*Reading Instruction, \*Reading Tests, State Surveys

Identifiers—Indiana

A questionnaire was designed to study the uses made of reading tests by classroom teachers in Indiana with at least one year of experience in their respective classrooms. Of the 185 questionnaires distributed by local reading councils, 51 questionnaires were returned. The teachers responding taught in grades one through seven. They reported using 37 different tests: 84 percent used a battery of tests accompanying a basal reading series; 139 percent used reading achievement tests (some teachers used more than one achievement test); 41 percent used diagnostic tests; and 10 percent reported using intelligence tests as reading tests. Some of the responses indicated that most teachers probably use the previous year's scores to determine level of reading material and group placement and that they interpret grade equivalent scores as representing reading ability. Grade equivalent scores were found to be the most commonly filed test information in cumulative folders. (MKM)

## ED 112 383 CS 002 169

*Furnam, John P.*

The Effects of Post-Adjunct Questioning on Learning from Written and Oral Instruction: Interaction with Individual Differences.

Pub Date Apr 75

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30, 1975-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Higher Education, \*Individual Differences, \*Learning Modalities, Learning Processes, Listening Comprehension, \*Questioning Techniques, Reading Comprehension, \*Reading Difficulty, Reading Research, \*Teaching Methods

Identifiers—\*Post Adjunct Questioning

The objectives of this study were to determine the effect post-adjunct questions exert on: learning from oral and written instruction, learning by high and low ability readers, and learning material which requires different levels of intellectual processing. No significant main effects occurred between question and no-question groups. Post-adjunct questions exerted greater effects on oral rather than on written instruction. Post-adjunct questions did not exert any effect on items which require different levels of intellectual processing. High ability readers performed equally well without the questions. Low ability readers favored questions. Questions without corrective feedback render such questions ineffective. (Author)

## ED 112 384 CS 002 170

Tennessee Criteria of Excellence in Reading.

Tennessee State Dept. of Education, Nashville.

Pub Date 75

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Adult Basic Education, Educational Environment, Elementary Secondary Education, \*Evaluation Criteria, Instructional Materials, Instructional Staff, Program Development, \*Reading Instruction, \*Reading Programs, School Community Cooperation, State Programs

Identifiers—\*Right to Read, Tennessee

The criteria of excellence outlined in this book have been organized according to the following five components, identified as essential for effective reading programs: school and community

commitment, staff and staff development, the learning environment, program development and implementation, and instructional materials. For each of the components, a rating scale and a list of criteria are provided. An appendix contains both sample worksheets and summary sheets for a profile chart, the strengths of the program, the areas in need of improvement, and the priorities. (JM)

## ED 112 385 CS 002 171

*Kennedy, Eddie C.*

Methods in Teaching Developmental Reading.

Pub Date 2 Jan 74

Note—390p.

Available from—F. E. Peacock Publishers, Inc., 401 W. Irving Park Road, Itasca, Illinois 60143 (\$10.50 cloth)

Document Not Available from EDRS

Descriptors—Basic Reading, \*Developmental Reading, Evaluation, Phonics, Reading Comprehension, \*Reading Instruction, \*Reading Skills, \*Teacher Education, Teaching Methods, Vocabulary Development, Word Study Skills

Designed for use by students in preservice education, by teachers taking extension courses in reading, and as a manual for inservice work in reading instruction, this book explains the major approaches to teaching developmental reading, suggests methods and techniques for implementing different reading programs, and offers practical suggestions for developing the basic reading skills. It is organized on a developmental plan, whereby users can move step by step from a consideration of reading theory through the use, organization, implementation, and evaluation of the most widely used approaches to reading instruction. Each chapter concludes with the following sections: "Principles to Remember," "Problems for Further Study," "Self-Test in Developmental Reading," and "References." (LL)

## ED 112 386 CS 002 172

Children's Books: Awards & Prizes. 1975 Edition.

Children's Book Council, New York, N.Y.

Pub Date 1 Oct 75

Note—164p.

Available from—Children's Book Council, Inc., 65 Irving Place, New York, New York 10003 (\$4.95 paper)

Document Not Available from EDRS

Descriptors—Authors, \*Awards, \*Children's Books, \*Children's Literature, Elementary Education, \*Professional Recognition, Rewards

Identifiers—\*Prizes

A biennial compilation of honors awarded in the children's book field, this book includes major international and foreign awards of English-speaking countries. The awards are arranged alphabetically. Each entry includes a brief history of the award and, with a few exceptions, the titles of all winners from the first to the most recent, as of June 30, 1975. Honor books are noted for the Newbery and Caldecott Medals, while other finalists are listed for the National Book Awards. Illustrators are named only when the award is specifically for illustration or design. (TS)

## ED 112 387 CS 002 173

*Bielawski, Joseph G. Pomerleau, Lawrence*

Reading Games Make Reading Fun; Reading Games for K-Grade 6: A Guide for Enriching Reading Skills.

Pub Date 75

Note—159p.

Available from—RD Communications, P.O. Box 683, Ridgefield, Connecticut 06877 (\$7.00 paper)

Document Not Available from EDRS

Descriptors—\*Children's Games, Educational Games, Elementary Education, \*Learning Activities, Primary Education, Reading Development, \*Reading Games, \*Reading Instruction, \*Reading Skills

This book provides approximately 150 games for children in kindergarten through grade six. The games are arranged according to level of difficulty, with examples and illustrations, and are listed under eight major skills: phonetic analysis, structural analysis, word meaning and comprehension, organization, critical and creative thinking, literature interpretation and stylistic elements, dictionary and glossary skills, and word lists. Each game is also listed under a major subskill, including such skills as initial consonant sounds, final consonant sounds, consonant digraphs, silent letters, vowels, rhyme, plurals, root

words, compound words, syllables, context clues, homonyms, reading for details, sequence, listing, making comparisons, creating mental images, use of dialogue, alphabetical order, accent marks, and multiple meanings. For each game, the materials required, directions for playing, possible variations, and the number of players are given. (TS)

**ED 112 388** CS 002 174

**Fantasy for Young Adults.**

California Library Association, Sacramento.

Pub Date 75

Note—41p.; Compiled by Young Adult Reviewers of Southern California, a chapter of the California Library Association  
Available from—California Library Association, 717 I Street, Suite 300 Sacramento, California 95814 (\$4.00 paper)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Annotated Bibliographies, Booklists, \*Fantasy, Fiction, Higher Education, Imagination, Secondary Education, \*Young Adults, Youth

The books listed in this annotated bibliography are tales of fantasy and have the elements of real magic, enchantment, an imaginary world, internal logic or laws, heroes, a quest, and good versus evil. Entries, listed alphabetically by author, include the title, publisher, date, price, and a brief description of the literary work. Lists of sources and of members of the fantasy booklist committee and an index to the titles are also provided. (JM)

**ED 112 389** CS 002 176

**Functional Literacy—Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 75

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Comparative Analysis, \*Functional Illiteracy, \*Literacy, \*Reading Achievement, Reading Research, \*Reading Skills, Secondary Education, \*Socioeconomic Influences

Identifiers—\*National Assessment of Educational Progress, Right to Read

In 1974, the National Right to Read Effort asked that the National Assessment of Educational Progress (NAEP) conduct a Mini-Assessment of Functional Literacy (MAFL) in conjunction with its regular assessment of ten learning areas usually taught in school. The first MAFL was administered to 5,200 17-year-olds statistically selected to represent the entire population of in-school 17-year-olds in America. These students were asked to answer questions and complete basic everyday reading tasks which had been selected by a panel of reading specialists appointed by Right to Read. All groups gained in functional reading skills measured by the 64 exercises which were used both in the regular NAEP reading assessment in 1971 and in the MAFL in 1974. (Summary figures are included which list percentages of response for categorical groups tested—superior reader, region, national, sex, race, parental education, and community). (LL)

**ED 112 390** CS 002 180

Smith, Marshall S., Ed.

**The Structure and Use of Language, Panel 2; Conference on Studies in Reading (Washington, D.C., August, 1974).**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—76p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Bilingualism, \*Cognitive Processes, Communication (Thought Transfer), Conference Reports, Decoding (Reading), \*Language Usage, Models, \*Reading Comprehension, Reading Processes, \*Reading Research, Semantics, \*Structural Analysis, Textual Criticism

Identifiers—\*National Conference on Studies in Reading

The problem of this conference panel was to determine the interaction between the structural properties of text and the cognitive processes involved in comprehension. This panel report con-

tains sections on the organization of the message in the communication system, the information readers derive from a message and how well they derive it, the process of going from sound (or print) to meaning, knowledge growth and use, and bilingualism. The last section consists of models of the process of extracting meaning from discourse, including models of language understanding and computer models of language acquisition. Lists of priorities and recommendations and of references are included. (JM)

**ED 112 391** CS 002 181

Smith, Marshall S., Ed.

**Attention and Motivation, Panel 3; Conference on Studies in Reading (Washington, D.C., August, 1974).**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—143p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Attention Control, \*Classroom Environment, Conference Reports, \*Motivation, Reading Ability, \*Reading Processes, \*Reading Research, Self Concept, Student Motivation, Student Teacher Relationship, Teacher Education, Teacher Improvement

Identifiers—\*National Conference on Studies in Reading

The problem of this conference panel was to explore attentional and motivational systems and the factors in classroom management that influence them. The contents of this panel report consist of three approaches to the problem: the study of the psychological state of children as they take part in schooling, with special consideration given to the psychophysiological substrates of attention, to external load factors influencing attention, and to children's conceptions of themselves as learners; programs directed toward children and teachers in the classroom (specifically, the interaction processes that bring about appropriate engagement); and studies of teachers and of the system within which they work. Also included are a list of references and two appendices: the first is an outline of the original research agenda on attention and motivation, with reactions to the outline; the second contains two papers, one on the acquisition of literacy and the other on teacher development. (JM)

**ED 112 392** CS 002 182

Smith, Marshall S., Ed.

**Learning and Motivation in Early Reading, Panel 8; Conference on Studies in Reading (Washington, D.C., August, 1974).**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Attitudes, Conference Reports, Early Reading, Individual Differences, Listening Skills, \*Motivation Techniques, \*Reading Research, \*Reading Skills, \*Student Teacher Relationship, Syntax, Teaching Methods, Writing Skills

Identifiers—\*National Conference on Studies in Reading

The problem of this conference panel was to identify, develop, and compare means by which children's motivation to learn basic reading skills may be strengthened and maintained. In this panel report, four approaches to the problem are offered in the following areas: sociocultural influences which help to determine individual differences in the attitudes, motivations, and skills of young learners; differences in teacher-learner interactions and their implications; differences in instructional approaches and sequences of experiences; and the relationship between learning to read and learning other language communication skills. A list of references is included. (JM)

**ED 112 393** CS 002 183

Smith, Marshall S., Ed.

**Reading Strategies for Different Cultural and Linguistic Groups, Panel 9; Conference on Studies in Reading (Washington, D.C., August, 1974).**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—75p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Classroom Environment, Communication Skills, Community Influence, Conference Reports, Cultural Differences, Dialects, Educational Assessment, \*English (Second Language), Instructional Materials, \*Minority Group Children, Reading Ability, \*Reading Instruction, \*Reading Research, Reading Skills, Teaching Methods

Identifiers—\*National Conference on Studies in Reading

The problem of this conference panel was to develop means (strategies, materials, techniques) by which children of cultural and linguistic minority groups can learn to read and communicate effectively in English as well as in the language or dialect of their respective group. The six areas of approach, as outlined in this panel report, are: identification of characteristics of children from different cultural and linguistic groups that are related to their learning of reading and other communication skills; identification of teaching characteristics that are effective in teaching reading and communication skills to these children; investigation of learning environments—identification of characteristics consonant with the psychodynamics of these children; investigation of the effects of community (parents, peers, siblings, and members-at-large) attitudes, beliefs, and involvement on the learning of reading and communication skills in these children; identification of characteristics of instructional materials consonant with the learning and communication styles of these children; and identification of characteristics of appropriate techniques for assessment of reading, teaching strategies, learning environments and instructional materials. Lists of priorities and recommendations and of references are included. (JM)

**ED 112 394** CS 002 186

Crisuolo, Nicholas P.

**100 Individualized Activities for Reading.**

Pub Date 74

Note—60p.

Available from—Fearon Publishers, Inc., 6 Davis Drive, Belmont, California 94002 (\$2.25 paper)

**Document Not Available from EDRS**

Descriptors—Auditory Discrimination, \*Beginning Reading, Comprehension Development, Elementary Education, \*Individual Activities, Individualized Instruction, Language Development, Reading Development, \*Reading Games, \*Reading Instruction, \*Reading Skills, Structural Analysis, Visual Discrimination

Designed to provide a variety of prescriptions for supplementing the reading program through reinforcement of specific skills, this book presents 100 reading activities in the following areas: motivation, auditory discrimination, word analysis, vocabulary, and comprehension. For each activity an objective is stated, materials are listed, and a description is provided. (LL)

**ED 112 395** 95 CS 202 220

Follette, Joseph F.

**Some Patterns for Initially-Stressed Two-Syllable Words.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-1-71-10

Pub Date 71

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Beginning Reading, Communication (Thought Transfer), \*Communication Skills, \*Linguistics, \*Phonics, Primary Education, Program Development, Reading Instruction, Reading Research, Taxonomy, \*Word Study Skills

An illustrative taxonomy for some patterns for initially stressed two-syllable words which can be used in word attack instruction is presented and discussed in this paper. It is designed to be a part of an integrated communication skills program produced by Southwest Regional Laboratory (SWRL). Examples of word patterns whose primary dimension of classification is word ending are listed. The terminal design requirement was to sequence letter-sound rules used in phonics-based word attack instruction so as to optimize the rate at which items from the speech lexicon become decodable and hence potentially items of the sight lexicon. Thus, since a majority of the

two-syllable words of English are initially stressed, variations of this pattern are suggested for introduction systematically and early in reading instruction. (MKM)

**ED 112 396** CS 202 229

*Hisel, Wanda Coffield*

**The Informal Language Inventory: Practical Language Assessment Form for Elementary Classroom Usage.**

Pub Date 74

Note—143p.; Ph.D. Dissertation, Kansas State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-14,363, Mfilm-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, Elementary Education, \*Language Arts, Language Research, \*Language Skills, \*Language Tests, Language Usage, Linguistic Competence, \*Measurement Instruments, \*Test Construction

Identifiers—\*Informal Language Inventory

The purposes of this study were to develop an informal language inventory for classroom teachers to use in screening a child's speech, to have classroom teachers use the inventory with students to determine if they could use it, and to determine if teachers would use the assessment form after they had had some experience with it. The development of the informal language inventory involved the expertise of researchers, both through literature and through a panel of authorities who were asked to examine it. Twenty-one second and third grade teachers in Fort Riley and Junction City, Kansas, used the "Informal Language Inventory: Practical Assessment Form for Elementary Classroom Usage" to elicit speech samples of five of their students and also filled out a questionnaire expressing their opinions concerning understanding, value, and use of the Informal Language Inventory. The results of this study indicated that the Informal Language Inventory is pedagogically and linguistically sound if the opinions of the researchers and experts called on for assistance in construction and validation are respected, if the philosophy of the literature is valid, and if the classroom teacher follows the procedures suggested in the inventory. (Author/RB)

**ED 112 397** CS 202 230

*Meredith, Clare V.*

**Multiple-Selective Programs in English in the State of New Jersey.**

Pub Date 74

Note—317p.; Ed.D. Dissertation, Rutgers University The State University of New Jersey

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-17,356, Mfilm-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—Curriculum Design, \*Curriculum Development, Doctoral Theses, Educational Programs, Educational Research, \*Elective Subjects, \*English Instruction, \*Language Arts, Secondary Education

Identifiers—\*New Jersey

The purpose of this study is two-fold: it determines and describes quantitatively the current status of multiple-selective programs in English in the public schools of New Jersey, and it analyzes and appraises qualitatively—using case study—two-semester elective programs for grades 11 and 12, the predominant pattern of course offerings of New Jersey elective curricula. To secure data for the first part of the study, information was collected from official reports of school districts in New Jersey, questionnaires directed to supervisors in the state, and letters to language arts consultants in each of the 50 state departments of education. Data for the second part of the study was obtained from analyzing curriculum documents, student attitude surveys, and chairpersons' reports of classroom visitation and through interviews with administrators, chairpersons, and guidance counselors. The study reports that more than one-half (52.3 percent) of the New Jersey public high schools have instituted multiple-selective programs in English. According to the stated intentions of supervisors of English, by the school year of 1976-77 at least two-thirds of the schools will have instituted such changes. (Author/RB)

**ED 112 398** CS 202 244

*Kamerman, Sylvia E., Ed.*

**Patriotic and Historical Plays for Young People.**

Pub Date Oct 75

Note—262p.

Available from—Plays, Inc. Publishers, 8 Arlington St., Boston, Massachusetts 02116 (\$4.95 paper)

**Document Not Available from EDRS**

Descriptors—Comedy, \*Drama, Dramatics, History Instruction, \*Instructional Materials, \*Scripts, \*United States History

The one-act, royalty-free plays in this book dramatize notable events in United States history. Historical selections include dramatizations of the Declaration of Independence, the Boston Tea Party, the Continental Army at Valley Forge, the birth of the Constitution, and George Washington crossing the Delaware and feature such historic figures as George Washington, Thomas Jefferson, Benjamin Franklin, Thomas Paine, Molly Pitcher, Paul Revere, and Betsy Ross. Several comedies present a fanciful and lighthearted view of history, three reading plays provide variety and flexible programming, and the short choral readings may be used in informal classroom situations or as curtain raisers before longer plays. (JM)

**ED 112 399** CS 202 247

*Augenstein, Mildred B.*

**A Comparative Study of Ratings of Proposed Teacher Competencies for Middle School English.**

Pub Date 74

Note—134p.; Ed.D. Dissertation, Florida Atlantic University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-14,349, Mfilm-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Comparative Analysis, Doctoral Theses, Educational Research, Elementary Education, \*English Instruction, Middle Schools, \*Performance Based Teacher Education, Teacher Education, Teacher Qualifications, \*Teaching Skills

Identifiers—Florida (Broward County)

The purpose of this study was to develop and apply an instrumented procedure for deciding the relative importance of a tentative set of professional competencies proposed for middle school teachers of English. The results of this rating procedure were intended to demonstrate one way in which the broader educational community could be involved in expressing choices and in setting priorities for programs of competency-based teacher education. A selected group of 50 senior high school students, 50 teachers of middle school English, 50 educational leaders, and 50 patrons of middle schools in the south central administrative area of the Broward County, Florida public school system were asked to rate the importance of a set of 12 general competencies and 60 subcompetencies for training and certifying English teachers. It was concluded that the procedure developed by the study proved feasible and useful for determining the relative order of importance assigned to the proposed teacher competencies for middle school English. Applications of the procedure are recommended for use by those who seek systematic ways to broaden public involvement in teacher education decision-making. (Author/RB)

**ED 112 400** 95 CS 202 252

*Rubin, Rosalyn And Others*

**Grammatical Sophistication in Written Compositions of Nine Year Old Children. Interim Report No. 18.**

Minnesota Univ., Minneapolis. Dept. of Psychoeducational Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-1176

Pub Date Feb 75

Grant—OEG-32-33-0402-6021

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Composition (Literary), Educational Research, \*Grammar, Intermediate Grades, \*Language Patterns, Speech Habits, Standard Spoken Usage, Vocabulary, Written Language

Little is known about grammatical sophistication in the written language of school-age children. This study provides normative data on the occurrence of different complexity levels of major grammatical parameters in written compositions of nine-year-old children. These parameters include productivity of language, correctness of language usage, the frequency of occurrence of the T-unit (minimal terminable syn-

tactic unit), extent of vocabulary diversity, and extent of expressed abstractness. Results also suggest dimensions of similarity and of difference between grammatical sophistication of oral and written language. Findings can contribute to the development of classroom instructional activities within a written language program. A list of references and a table of findings are included. (Author/JM)

**ED 112 401** CS 202 253

*Allen, Gay Wilson*

**The New Walt Whitman Handbook.**

Pub Date 16 Jun 75

Note—410p.

Available from—New York University Press, 21 W. Fourth St., New York, New York 10003 (\$20.00 cloth)

**Document Not Available from EDRS**

Descriptors—American Literature, Bibliographies, \*Biographies, \*Literary Analysis, Literary Criticism, \*Literary Influences, Literature Appreciation, Nineteenth Century Literature, \*Poetry, \*Poets, World Literature

Identifiers—Leaves of Grass, \*Whitman (Walt)

A completely revised edition of "The Walt Whitman Handbook," this book updates Whitman scholarship and discusses the growth of Whitman biography, the growth of "Leaves of Grass," the realm of Whitman's ideas, literary technique in "Leaves of Grass," and Whitman and world literature. Also included are a chronological table of the significant events in Whitman's life, bibliographies keyed to the individual chapters, and an index. (JM)

**ED 112 402** CS 202 256

*Whitlow, Roger, Comp.*

**A Bibliography of Black American Poetry: 1760 to the Present.**

Pub Date [72]

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, Eighteenth Century Literature, Negro Culture, Negro History, \*Negro Literature, Nineteenth Century Literature, \*Poetry, Twentieth Century Literature

The more than 200 books listed in this bibliography contain poetry by black Americans written from 1760 up to the present. Books are listed alphabetically by author; the publisher and date of publication are also given. (JM)

**ED 112 403** CS 202 257

*Wheatcroft, Les*

**Something for Nothing: An Experimental Book Exposure Programme.**

Pub Date 75

Note—37p.

Available from—CANLIT, P.O. Box 1551, Peterborough, Ontario, Canada (\$3.00 paper)

**Document Not Available from EDRS**

Descriptors—\*Books, \*Canadian Literature, Higher Education, Literature Appreciation, \*Reading Habits, \*Reading Interests, Research Methodology, Socioeconomic Status, \*Surveys

Identifiers—\*Book Exposure Project, Toronto

This report provides a summary of the Book Exposure Project, which took the form of an exploratory study conducted in an area of north Toronto. Free books were included with a questionnaire designed to gather information about the following topics: the recipients' social and economic characteristics, their television viewing and radio listening habits, their opinions of the book, their impressions of Canadian literature as recalled from their high school days, and their reading and book purchasing habits. An attempt was made to determine the following: whether the book exposure process as initiated in this study was a practical research methodology, whether the questions posed were adequate and reliable, and whether it was possible to gather information to assist Canadian publishers in promoting the sale and use of Canadian books. The bulk of this report consists of a presentation of the results of the survey in both narrative and table form. (RB)

**ED 112 404** 95 CS 202 258

*Lid, R. W. Handler, Philip*

**Responding to Literature: Guide to the Film Series. Protokollon.**

California State Univ. Foundation, Northridge.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—43p.



**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Class Activities, \*English Instruction, \*Instructional Films, Instructional Materials, Literary Analysis, \*Literature Appreciation, Secondary Education, Student Reaction, Teaching Guides, Teaching Methods  
 Identifiers—\*Protocol Materials in English Film Series

The Protocol Materials in English (PME) project was set up to study literature and the teaching of literature in an effort to determine whether it is possible to discover hierarchies of concepts and to create materials to illustrate those concepts. In the film series "Responding to Literature," the category system presented has as its point of reference the source within a literary work of the reader's response. The ten aspects of the literary work that have been identified in this guide for "Responding to Literature" are those that produce responses in readers and that readers talk about. Six concepts deal with the contents of literature, three with literary form, and one with the author in the work. The section of this guide devoted to the ten films in the series contains an explanation of the concepts each film is illustrating, a summary of the major points made in each film, and appropriate activities for preservice and inservice settings. In addition, there are essays about theories of reader response and the use of category systems in the teaching of English. (RB)

**ED 112 405** 95 CS 202 259

*Lid, R. W. Handler, Philip*  
**Creative Responses to Literature: Imagining, Personalizing, Clarifying, Valuing; Guide to the Film Series. Protokollon II.**

California State Univ. Foundation, Northridge.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date [75]  
 Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Creative Activities, \*English Instruction, \*Instructional Films, Instructional Materials, Literary Analysis, \*Literature Appreciation, Secondary Education, Student Reaction, Teaching Guides, Teaching Methods  
 Identifiers—\*Protocol Materials in English Film Series

The Protocol Materials in English (PME) project was set up to study literature and the teaching of literature in an effort to determine whether it is possible to discover hierarchies of concepts and to create materials to illustrate those concepts. This guide—second in a series—focuses on the acts that the reader performs in responding to a given literary piece. These acts can be more or less creative according to the extent to which the reader participates in the reading experience by recreating the world of the book, investing the self, derive meaning, and finding worth in the text. Put more formally, these acts can be identified as imagining, personalizing, clarifying, and valuing. This book is designed to complement four films, each of which explicates a theory about the creativity of reader response. The guide ends with some questions and answers about the PME film series for studying literature. (RB)

**ED 112 406** CS 202 260

*Swenson, William G.*  
**Guide to Great Themes in Short Fiction.**

Pub Date Jul 75  
 Note—116p.  
 Available from—Bantam Books, Inc., 666 Fifth Avenue, New York, New York 10019 (\$1.25 paper)

**Document Not Available from EDRS**  
 Descriptors—\*Curriculum Guides, \*Elective Subjects, English Instruction, Fiction, Literary Genres, Literature Appreciation, Secondary Education, \*Short Courses, \*Short Stories

The minicourse/electives English program outlined in this guide focuses on the reading of short stories containing themes of interest and provides a study of the act of the short story. This course may center either on genre or on theme and may be planned for 8, 10, 12, or 20 weeks. Contents of the guide include sections on the scope of the course, suggested basic and additional materials, the basic considerations in planning a minicourse/electives program, goals and objectives for the course, teaching the short story, using the materials in junior and senior high school, course outlines, and strategies for students. A reading list for teachers is also provided. (JM)

**ED 112 407** CS 202 261  
*Winner, Ellen*  
**Can Pre-adolescents Produce Metaphoric Figures? A Training Study.**

Pub Date [75]  
 Note—7p.  
**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Elementary School Students, \*English Instruction, \*Figurative Language, Grade 5, Intermediate Grades, Language Arts, Language Instruction, Language Research, \*Language Usage, \*Metaphors

In order to gain further information about the emerging metaphoric capacity of preadolescents, a training study was devised in which subjects were seen repeatedly over a period of several months. Thirteen fifth grade students from a lower-middle-class background were randomly selected to compose a training group and 18 matched subjects formed a control group. All subjects were given a pretest which consisted of 10 unfinished vignettes whose completion required a simile (an explicit metaphor). The completion task consisted of two parts: subjects first created their own endings for each item and then chose an ending from several which were presented to them. The study clearly documented the fact that fifth graders in this population could produce and appreciate figurative language. Metaphoric endings were preferred by all subjects by the third week of the study; metaphoric endings were routinely produced by all of the subjects by the sixth week of the study. Although individual rates of progress varied widely, the stages through which subjects passed in acquiring metaphoric understanding were remarkably similar. (RB)

**ED 112 408** CS 202 262

*Hiatt, Mary P.*  
**Artful Balance: The Parallel Structures of Style.**

Pub Date 75  
 Note—192p.  
 Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, New York 10027 (\$6.50 paper, \$12.50 cloth)

**Document Not Available from EDRS**  
 Descriptors—Autoinstructional Methods, \*Composition (Literary), Composition Skills (Literary), \*Language Patterns, \*Literary Styles, Literature Reviews, \*Parallelism (Literary), Prose, Rhetoric, \*Writing

Based on an extensive computer-aided examination of representative published American writing, this book examines and compares how various kinds of prose employ the diverse forms of parallelism. A scale of rhetorical value for assessing the cooccurring rhetorical devices of repetition is also presented. The chapters are entitled: "Balance or Imbalance?"; "Rhetoric and Parallel Matters"; "Definitions and Problems in a Broad Study"; "The Signals of Parallelism"; "Synthetic Sentences Versus Real Results"; "Doublets and 'Ocular Scan'"; "Deviation, Devices, and Classification"; "The Code and the Classification"; "Parallelism in Informative Prose: Findings"; "Parallelism in Imaginative Prose: Findings"; "Rank Order Listing of Parallelism and Rhetorical Devices"; "Rhetorical Values, Rhetorical Scores"; and "Style and Parallelism." A bibliography and five appendices are also included. (LL)

**ED 112 409** CS 202 263

*Kittrell, Jean A.*  
**A Methodology for Teaching Afro-American Literature.**

Pub Date 74  
 Note—8p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (16th, St. Louis, October 31-November 2, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*African American Studies, \*Course Descriptions, Course Objectives, Higher Education, \*Literature Programs, \*Negro Literature, Secondary Education, Teaching Methods

This paper outlines a system of methods for teaching Afro-American Literature at the secondary and college level. Seven goals of the methodology are presented for the course, including making the students familiar with various definitions of black literature, helping the students use the tools of literary analysis in the discussion of black literature, and teaching the students about several major figures in Afro-

American literature—their background and their major works and themes. Methods to achieve these goals include reading, discussing the readings in small groups, writing brief plot summaries, writing abstracts of articles relevant to black literature, keeping a journal of personal responses, and viewing films and filmstrips. Various methods of evaluating and comparing Afro-American literature are also suggested, including a discussion of the works of Richard Wright and Imamu Amiri Baraka. (TS)

**ED 112 410** CS 202 264

*Elley, W. B. And Others*  
**The Role of Grammar in a Secondary School English Curriculum.**

New Zealand Council for Educational Research, Wellington.  
 Pub Date May 75  
 Note—21p.

Journal Cit—New Zealand Journal of Educational Studies; v10 n1 pp26-42 May 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Composition (Literary), \*Educational Research, Elementary Secondary Education, English, English Curriculum, English Instruction, \*Grammar, Language Research, \*Language Skills, \*Writing Skills  
 Identifiers—Australia

The purpose of this study was to carry out a longitudinal study of the direct effects of traditional and transformational English grammar on children's writing skills. The investigation was conducted entirely in one large, coeducational high school on the outskirts of Auckland, Australia, beginning with the third form and ending with the sixth form. Three-hundred eighty students participated. The results presented show that the effects of such grammar study are negligible in terms of improving writing skills. (RB)

**ED 112 411** CS 202 265

*Thornton, Geoffrey*  
**Explorations in Language Study: Language, Experience and School.**

Pub Date 74  
 Note—79p.  
 Available from—Edward Arnold (Publishers) Ltd., 41 Maddox Street, London W.1, England (1.50 pounds, paper)

**Document Not Available from EDRS**

Descriptors—\*Educational Problems, Elementary Education, Failure Factors, Language Arts, \*Language Development, \*Language Instruction, \*Language Skills, Linguistics, \*Literature, Teaching Methods

The thesis that "as things are" some pupils enter school predisposed to success while some enter it predisposed to failure is explored in this book. The first question raised, in chapter 1, is why the schools are allowed to discount as irrelevant to the educational endeavor the experience of language and life that children bring to school with them. Chapter 2 discusses the language acquisition process. Chapters 3 and 4 review the nature of the school as a community and the place of the pupil within it, while chapter 5 examines attitudes toward language that are prevalent in school. Chapter 6 looks at the kind of demand typically made on pupils' language in school, and chapter 7 explores the opportunities students are normally given to develop the ability to meet the demands made on them. The final chapter argues the need for all teaching to be informed by an adequate and relevant knowledge of the nature and function of language as a first step toward achieving a situation in which some students no longer need to enter school already heading for failure. (RB)

**ED 112 412** CS 202 266

*Marzano, Robert J.*  
**On the Validity of Analytic Ratings.**

Pub Date 75  
 Note—7p.; Unpublished study prepared at the Univ. of Colorado at Denver

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Composition (Literary), Educational Research, English Instruction, \*Evaluation Methods, Higher Education, \*Test Reliability, \*Test Validity, Writing Skills, Written Language

The purpose of this study was to examine the reliability of the analytical method of grading essays in relation to the holistic method. It was hypothesized that the use of the analytic method

to rate college composition papers produces higher rater reliability at the expense of biasing the raters and thus lowering the validity of the grades. Six essays, all on the same topic, were used for the study. It was concluded that the analytic method of rating produces a higher reliability among raters than does the holistic method, but that the analytic method produces a lower validity for the grades on the papers than does the holistic method. On the basis of the study, the hypothesis that the analytic method lowers rater validity by introducing rater bias was logically, but not statistically, accepted. (RB)

ED 112 413 CS 202 267

Allen, L. David

The Ballantine Teachers' Guide to Science Fiction.

Pub Date 75

Note—346p.

Available from—Ballantine Books, 201 East 50th Street, New York, New York 10022 (\$1.95 paper)

Document Not Available from EDRS

Descriptors—\*English Instruction, Higher Education, Literary Analysis, \*Literary Criticism, \*Science Fiction, Secondary Education, \*Teaching Guides, Teaching Methods

A guide for teaching science fiction in secondary and college classrooms, this book contains an introductory essay that covers a variety of points about teaching science fiction, with a discussion of the audience, the correlation between science and fiction, and the changing role of science fiction. In a second essay, four categories of science fiction are defined—hard science fiction, soft science fiction, science fantasy, and fantasy. The remaining fifteen chapters deal with specific science fiction titles, each one generally giving a story summary, an in-depth analysis, and various classroom topics and projects. Works such as "Stellar 1," "The Ginger Star," "Childhood's End," "Fahrenheit 451," "The Space Merchants," "Nerves," "Under Pressure," and "Rendezvous With Rama" are examined. (TS)

ED 112 414 CS 202 268

Hoover, Mary Eleanor Rhodes

Appropriate Use of Black English by Black Children as Rated by Parents. Technical Report No. 46.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-46

Pub Date Sep 75

Contract—NIE-C-74-0049

Note—161p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Child Language, Classrooms, Elementary Education, Family Environment, Listening, \*Negro Attitudes, \*Negro Dialects, Neighborhood, Parental Background, \*Parent Attitudes, Reading, Speaking, Writing

The short-range purposes of this study were (1) to determine parental attitudes about the appropriateness of two varieties of Black English for their children in three contexts (classroom, neighborhood, and home) and in four language arts areas (listening, speaking, reading, and writing), and (2) to show how parents' attitudes are related to their demographic, socioeconomic, political, and linguistic characteristics. Eighty parents of first- and sixth-grade children, randomly selected in two cities, provided data through interviews and a questionnaire. Eighteen independent variables were operationalized, with eight of the variables showing a significant relationship to parents' attitudes on the chi-square test of significance. Findings showed that parents have rules for the use of several varieties of Black English; accept Africanized English in listening and speaking, but not in reading and writing; accept Africanized English in the home and some community contexts, but not in schools; and accept Africanized English in informal settings, but seldom in formal ones. (A bibliography, nine appendixes, and twenty-two tables are included.) (Author/JM)

ED 112 415 CS 202 269

Language Arts Curriculum Guidelines: Continuum of Skills: Written Expression K-8.

Arlington Heights Public School District 25, Ill.

Pub Date Sep 75

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Composition Skills (Literary), \*Curriculum Guides, Elementary Education, \*Grammar, \*Language Arts, Learning Activities

Three skills of written expression—composition, mechanics, and grammar—are the focus of this guide for elementary grades. The goal for these areas is for all students to learn how to use the skills of composing and editing appropriate to their age and level of individual development. Within the categories of composition, mechanics, and grammar, each grade, kindergarten through eighth, is assigned specific goals and activities. (TS)

ED 112 416 CS 202 270

Workman, Brooke

Teaching the Decades: A Humanities Approach to American Civilization.

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—151p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 51949, \$3.95 non-member, \$3.75 member)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*American Culture, American Literature, Art, Course Descriptions, Course Objectives, \*Cultural Education, Higher Education, Humanities, \*Humanities Instruction, \*Interdisciplinary Approach, Music, Secondary Education, \*Teaching Guides, United States History, Western Civilization

Identifiers—\*Popular Culture

This loose-leaf book is a guide to an interdisciplinary course stressing a humanities approach to the study of American civilization. Each of the 90 lessons in the guide lists specific goals, materials, procedures, and alternative or additional suggestions on ways to teach about American civilization in the 1920s, the 1930s, and in the period from 1945 to 1960. Lessons are arranged in groups according to subject matter. Topics of the groups are: culture, history, popular culture (radio, movies, and best sellers), architecture and painting as artifacts, poetry and plays as artifacts, and dancing and music as cultural exemplars. Concluding lessons deal with the term project, student evaluation, and the final test. Six appendixes contain material on such topics as extending the American Humanities course and decade novels as artifacts. An extensive bibliography is also included. (TS)

ED 112 417 CS 202 271

Blake, Robert W.

Some Uses of Language in Responding to Literature.

Pub Date 75

Note—24p.; Paper presented at the Annual Conference of the New York State English Council (25th, Buffalo, October 9-11, 1975).

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Language Usage, \*Literary Analysis, \*Literature Appreciation, Response Mode, Secondary Education, \*Student Reaction

This paper argues that people can be trained to use language to respond to varieties of literature with more discrimination and with more confidence than in the past. This is true first, because there are now studies which detail categories of response to literature; and second, because clinical psychiatrists and psychological counselors have developed uses of language which can be directly applied to the process of responding to literature. Two versions of a classroom discussion about "A Spring Night" are given in the form of a script. The most significant techniques developed by psychologists which can be used directly in responding to literature are described. Also examined are four types of responses to poetry (sense, feeling, tone, and intention) and five general categories of response to literature (meaning, feeling, structure, theme, and value). (TS)

ED 112 418 CS 202 272

Clapp, Ouida H., Ed.

On Righting Writing: Classroom Practices in Teaching English 1975-1976. Thirteenth Report of the Committee on Classroom Practices.

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—126p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 06854, \$2.75 non-member, \$2.50 member)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Composition (Literary), \*Composition Skills (Literary), Descriptive Writing, Elementary Secondary Education, \*English Instruction, Expository Writing, Higher Education, Journalism, Language Instruction, Literature Appreciation, Values, \*Writing Skills

The 34 articles in this publication focus on the improvement of writing instruction and range from brief statements to discussions of courses. Contents are divided into the following six categories: getting the writer started finding a subject; developing a point of view; sharpening technique; writing to clarify values; and exploring writing systems. Although individual practices described may have been used at only one grade level, much of the material is applicable to several levels of instruction. (JM)

ED 112 419 CS 202 273

McAuley, Kathryn

The Anatomy of a Newspaper.

American Newspaper Publishers Association Foundation, Washington, D.C.

Pub Date Jun 75

Note—44p.

Available from—American Newspaper Publishers Association Foundation, P.O. Box 17407, Dulles International Airport, Washington, D.C. 20041 (Write for price)

Document Not Available from EDRS

Descriptors—\*Class Activities, Critical Reading, Elementary Secondary Education, \*Instructional Materials, \*Newsletters, Reading, \*Reading Interests, \*Reading Materials, Teaching Methods

This booklet describes the daily newspaper—how it works and why it is a vital part of society, explains some of the choices the newspaper offers its readers, discusses some of the ways it gets people to read certain stories, and explores the definitions of what makes up the news. The news, as it is presented in the newspaper, is broken down for easier understanding through examples of the pyramid structure, headlines, and other aspects of newspaper format. Various sources for newspaper stories are examined, including quotes from prominent individuals, information from wire services and syndicates, and news gained by covering events in the community. The purpose of editorials in the newspaper is also discussed, the advantages of the advertising section for the newspaper reader are reviewed, and the use of photography is examined, with emphasis on the importance of photographs in telling what does not come across in the news stories. The booklet concludes with a glossary of newspaper terms. (RB)

ED 112 420 CS 202 274

Merrill, John C. And Others

The Foreign Press: A Survey of the World's Journalism.

Pub Date 75

Note—366p.

Available from—Louisiana State University Press, Baton Rouge, Louisiana 70803 (\$7.95 paper)

Document Not Available from EDRS

Descriptors—Broadcast Industry, \*Communication (Thought Transfer), \*Comparative Analysis, \*Foreign Culture, Freedom of Speech, Government Role, Higher Education, \*Journalism, \*Newsletters, News Reporting, Periodicals, Theories

Identifiers—\*Foreign Press

While there is certainly an abundance of excellent material concerning the world's press today, since World War II there has been an absence of any type of systematic synthesis of this information which might be used as a text or reference book by persons interested in the broad aspects of international communication. This book is intended to provide such a synthesis. Like the earlier ones, this edition deals chiefly with the newspaper press of the principal nations, but there is also some emphasis on the magazine press. New sections which differ from the 1964 edition are the overview of the U.S. press, which appears at the end of part one, and the in-depth survey of African nations which were colonies when the 1964 edition was compiled. This book is used to best advantage in courses dealing specifically with comparative press systems or as

a supplemental text for several basic journalism and social science courses. The objectives of the book are to present a panoramic picture of the world's press systems and to provide students who desire a more intensive study with many sources for further investigation. (RB)

**ED 112 421** CS 202 275

Hughes, Theone O.  
Sentence Combining: A Means of Increasing Reading Comprehension.

Pub Date 75

Note—73p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Elementary Education, Grade 7, \*Learning Activities, \*Reading Comprehension, Reading Games, Reading Improvement, \*Reading Processes, \*Reading Research, \*Sentence Structure

Identifiers—\*Sentence Combining

The purpose of this study was to determine whether practice in transformational sentence combining will aid students' reading comprehension by giving them a large repertoire of syntactic constructions from which to draw when matching constructions contained in the materials they are expected to read. The first section of the document discusses the background of and need for the study, including the language processes (oral language, awareness of language structure, and syntactic maturity in written language) in relation to reading. Twenty-four seventh grade students were the subjects of this study, twelve for the experimental group and twelve for the control. Problems for sentence combining were constructed largely by the investigator, although in the beginning it was found that all students needed the preliminary models and exercises developed specifically for this research study. Some of the primary findings were that there appears to be a close link between a student's reading level and the same student's syntactic maturity level; that the greatest gains in reading comprehension from sentence combining appeared to be from among the lower and middle groups of readers; and that experimental students made large gains in writing fluency. (TS)

**ED 112 422** CS 202 276

Tanner, Stephen L.  
Women in Literature of the Old Testament.

Pub Date [75]

Note—12p.; Study prepared at the University of Idaho

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Biblical Literature, \*Characterization (Literature), \*Females, \*Judaism, \*Narration, Religious Cultural Groups

Identifiers—\*Old Testament

According to Edith Hamilton, "The Bible is the only literature in the world up to our century which looks at women as human beings, no better and no worse than men. The Old Testament writers considered them just as impartially as they did men, free from prejudice and even from condescension." The Bible portrays Rebekah, Rahab, Deborah, Jael, Esther, and Judith and their contributions to the nation of Israel with faithfulness and extreme candor. These women are represented in the Old Testament as multidimensional human beings—self-reliant, resourceful, influential, and courageous—but at the same time capable of resorting to morally questionable means in order to accomplish their ends. This straightforward portrayal of women is due largely to the fact that the Hebrew mind was intrinsically realistic, which accounts for much of the directness and simplicity of the Old Testament narratives and also for the fact that the writers had a respect for self-determined and resourceful women. (LL)

**ED 112 423** CS 202 277

Hubbard, Terry E., Comp.

Nobel Prize Literature: A Selection of the Works of Forty-Four Nobel Prize Winning Authors in the Library of Dutch Community College, with Biographical and Critical Sketches.

Pub Date Nov 72

Note—42p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Authors, \*Bibliographies, \*English Instruction, Fiction, Higher Education, Poetry, \*Reading Materials, Secondary Education, \*Twentieth Century Literature, \*World Literature

Identifiers—Nobel (Alfred), \*Nobel Literature Prize

This bibliography is a compilation of works by 44 Nobel Prize winning authors presently available at the Dutch Community College library. Each entry describes the piece of literature for which the author received an award, provides a brief sketch of the writer, includes a commentary on the themes of major works, and lists the writer's works. An introduction to the bibliography provides background information on the life of Alfred Nobel and the prizes made available to individuals who have made contributions toward humanistic ends. The bibliography may be used as a reading guide to some classics of twentieth century literature or as an introduction to important authors. Authors listed include Samuel Beckett, Henri Bergson, Pearl Buck, Ivan Bunin, Albert Camus, and T.S. Eliot. (RB)

**ED 112 424** CS 202 278

Lawler, Donald L.

Certain Assistances: The Utilities of Science Fiction and Fantasy in Shaping the Future.

Pub Date 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—English Instruction, \*Fantasy, \*Futures (of Society), Higher Education, Imagination, \*Literary Analysis, Literature, \*Science Fiction, Secondary Education, \*Social Values

Science fiction and fantasy play an important role in shaping the future while stimulating readers' imaginations. They expand our consciousness and provide living images of the world of creation, not as it is or was, but as it has the potential of becoming. Any literature, art form, or medium of expression which is capable of affecting the imaginative processes of modern man is not a distraction, it is an important force in shaping the collective dream of society. Science fiction is making it possible for mankind not only to imagine earthly paradises, commercial or visionary, but also to create them, make them work, and live within them. The utility of science fiction is that it prepares mankind for those changes of consciousness which alter experience. The contributions of science fiction to the literature on the imagination are varied, and science fiction has also been seen as the new mythology. (RB)

**ED 112 425** CS 202 279

Waiker, Jerry L., Ed.

Your Reading: A Booklist for Junior High Students. Fifth Edition.

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—424p.; Prepared by the Committee on the Junior High School Booklist of the National Council of Teachers of English; Pages 419-440 containing Author Index and Title Index removed because type too small for reproduction

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 59370, \$1.95 non-member, \$1.75 member)

**EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage**

Descriptors—\*Adolescent Literature, \*Annotated Bibliographies, \*Booklists, \*Books, Junior High Schools, Literature, Literature Appreciation, \*Reading Materials, Secondary Education

Written for adolescents, this most recent edition contains annotations for over 1,500 publications in the fiction and nonfiction categories. Most entries have been published in the past few years, though well-written older books are also included. Topics covered under fiction include books on adventure, family life, freedom, friendship, fantasy, folklore, love, what it's like to be a member of a minority group, coping with physical handicaps, growing up female, growing up male, living in America, being in sports, solving a mystery, living in other parts of the world, imagining the future, traveling in space, and magic and the supernatural. The nonfiction section lists books about animals; adventurers; American leaders; athletes; scientists; world figures; writers; the fine arts; government; health; American and world history; hobbies; occupations; personal growth and development; places and people of the world; the sciences; social issues; sports; witchcraft, magic, and the occult; and poetry. The book also contains lists of reference tools, short story collections, and standards that have been successful. (RB)

**ED 112 426** CS 202 280

Read, Charles

Children's Categorization of Speech Sounds in English. NCTE Committee on Research Report No. 17.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—200p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 06307, \$3.95 non-member, \$3.65 member)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Child Language, Consonants, Language Development, Language Research, Language Skills, Oral Expression, \*Phonology, Preschool Education, Primary Education, \*Speech, \*Spelling, Vowels

The primary purposes of this study were to investigate the phonetic bases of nonstandard spellings invented by preschool and primary-grade children, to devise appropriate experimental techniques for eliciting judgments of phonetic relationships from young children, to identify the specific characteristics that influence children's categorization of speech sounds, and to identify the significance of children's phonetic judgments for phonetic classification and for the teaching of literacy. The six chapters of the book discuss such topics as invented spelling, experimental studies of clusters, experimental studies of pre-consonantal nasals, and studies of vowels. Some of the major conclusions reached in this study are that (1) the basis for certain common nonstandard spellings is that children categorize speech sounds in unexpected but phonetically justified ways; and (2) categorization of speech sounds is an important component of early language learning because it influences children's efforts in spelling, giving rise to certain types of apparent errors which teachers should understand in order to respond appropriately. (TS)

**ED 112 427** CS 202 281

Mellon, John C.

National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature—Implications for Teaching and Measurement in the English Language Arts.

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—133p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 32235, \$3.95 non-member, \$3.60 member)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Educational Assessment, \*English Education, \*English Instruction, \*Language Arts, Literature, Literature Appreciation, \*National Surveys, Reading, Reading Skills, Writing, Writing Skills

Identifiers—\*National Assessment of Educational Progress

This book is intended for English language arts teachers at every level, as well as for curriculum and research specialists and other persons concerned about teaching and learning English. It provides factual information and interpretive statements of two kinds: a description of National Assessment and how it works; and a presentation of the actual contents of the writing, reading, and literature assessments, with a synopsis of the questions asked and the answers obtained. Chapter one is an introduction and chapter two gives facts about National Assessment. Chapter three discusses writing assessment and topics such as writing objectives and exercises, the assessment of essays and writing mechanics, and the uses of holistic scoring. Chapter four explores reading assessment and focuses on reading objectives and themes, reading exercises, inference sentences, and problems in analyzing reading comprehension. Chapter five examines literature assessment and such topics as literary works, literary language, reading habits and attitudes, and assessing response to literature. Chapter six is a summary discussion of such topics as students' knowledge of English and positive aspects of National Assessment. (TS)



## ED 112 428 CS 202 283

*Brown, Lurene*  
**Guilt in Literature.**  
 Pub Date 75  
 Note—20p.; Unpublished study prepared at Ohio University  
 Available from—Lurene Brown, Ohio University, Athens, Ohio

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Drama, Ethics, \*Literary Analysis, \*Literary Criticism, \*Literature, \*Moral Issues, Moral Values, Novels, Poetry, Short Stories, Social Values, \*Thematic Approach  
 Identifiers—\*Guilt

In this paper, guilt in literature is considered within the following four categories: private guilt, shared guilt, implied guilt, and public guilt. Among characters in literature that suffer from guilt as a private matter are Arthur Dimmesdale in "The Scarlet Letter," Pip in "Great Expectations," Edna in "The Awakening," and K. in "The Trial." The sharing of guilt can occur either because of the need of one person for another's assurance or assistance, or as the result of complicity. Those characters discussed in this category include Abbie and Eben in "Desire Under the Elms," Biff and Willie Loman in "Death of a Salesman," and Claudius and the Queen in "Hamlet." Works of literature in which guilt is implied include "Oedipus Rex," "Phaedra," "To Kill a Mockingbird," "Grapes of Wrath," and "The Scarlet Letter." Public revelation for wrongdoing is a prominent thematic element in "Antigone," "Billy Budd," and "Crime and Punishment." Suggested readings for each of the categories of guilt include short stories, poems, novels, and drama. (LL)

## ED 112 429 CS 202 284

**I Write What I Want: Poetry in the Schools.**  
 Poetry in the Schools, San Francisco, Calif.  
 Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 74  
 Note—87p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Creative Activities, Creative Expression, \*Creative Writing, \*Educational Programs, Elementary Secondary Education, \*Poetry, \*Teaching Methods  
 Identifiers—\*Poetry in the Schools

A program in which poets teach poetry in the classroom has been undertaken in the California public schools. This book focuses on the program and contains several short articles on various aspects of teaching poetry writing, a collection of student works, two photo essays, and practical techniques devised by poet/teachers. A bibliography lists resources under two categories: (1) anthologies of poetry and (2) collections of children's writing, teaching techniques, and books by poets. (JM)

## ED 112 430 CS 202 285

*Kuhns, William*  
**The Moving Picture Book.**  
 Pub Date 75  
 Note—284p.

Available from—Pfaum/Standard, 2285 Arbor Blvd., Dayton, Ohio 45439 (\$15.00 cloth, \$8.50 paper)

**Document Not Available from EDRS**

Descriptors—\*Aesthetic Education, Analytical Criticism, Animation, Communication (Thought Transfer), Editing, \*Film Production, \*Films, \*Film Study, Higher Education, Secondary Education, \*Visual Literacy  
 Identifiers—Film Criticism

Designed as an introductory film text for high school and early college students, this book contains twelve chapters, each dealing with one of the following subjects: "Citizen Kane," the history and production of the film, film and cinematic terms, the image on the film, the image of the world through film, editing, sounds, the director, animation, criticism, genres of film, and Hollywood. Each chapter contains numerous stills from motion pictures which are representative or illustrative of the technique or topic being considered. A final section of the book contains filmographic information and notes on the films most prominently discussed or presented throughout the book. (LL)

## ED 112 431 CS 202 286

*Francis, Hazel*  
**Language in Childhood: Form and Function in Language Learning.**

Pub Date 75  
 Note—232p.  
 Available from—St. Martin's Press, 175 Fifth Ave., New York, New York 10010 (\$18.95 cloth)

**Document Not Available from EDRS**

Descriptors—\*Child Language, Early Childhood Education, \*Language Development, Language Research, Language Skills, \*Learning Processes, \*Linguistic Competence, Literacy, Oral Communication, Primary Education, \*Speech

The two primary purposes of this book are to extend information about children's language learning and to look at existing notions of how children acquire language by considering what is meant by linguistic competence. The introductory chapter presents an account of two approaches to the study of language acquisition and outlines the author's viewpoint on conducting her investigations. The first approach was a study of her son at almost three years of age, while the second approach was a study of the language skills of young school children in order to describe the development of their speech, to consider how literacy affects their knowledge of language, and to explore their competence in various tasks requiring discrimination and judgment of linguistic data. Remaining chapters discuss early speech, the language of the preschool child, the language of school children, early states in literacy, linguistic competence, and form and function in children's speech. (TS)

## ED 112 432 CS 202 288

*Williams, Joseph M.*  
**Origins of the English Language: A Social and Linguistic History.**

Pub Date 75  
 Note—379p.

Available from—Macmillan Publishing Co., Inc., Front and Brown Streets, Riverside, New Jersey 08075 (\$12.95 cloth)

**Document Not Available from EDRS**

Descriptors—American English, \*Diachronic Linguistics, \*English, Higher Education, History, Instructional Materials, \*Language Classification, Language Role, Linguistics, Middle English, \*Modern Languages, \*Social Influences

A social and linguistic history of the English language is presented in this book. Part 1, "History and Language," discusses such topics as the aims of language history, the beginning of language, grammars, and language meaning. Part 2, "Words and Meanings," explores Old English, Middle English, the establishment of modern English, creating new words, semantic change, and semantic change and its social context. Part 3, "Grammar and Sound," discusses grammatical structure, grammatical change and noun and verb phrases, grammar and phonology, phonological change, and Black English. An index of Modern English words is also included. (TS)

## ED 112 433 CS 202 292

*Troyka, Lynn Quitman Nudelman, Jerrold*  
**Taking Action: Writing, Reading, Speaking, and Listening through Simulation-Games.**

Pub Date 75  
 Note—143p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$4.95 paper)

**Document Not Available from EDRS**

Descriptors—\*Classroom Games, Communication (Thought Transfer), Educational Games, \*English Instruction, Instructional Materials, \*Learning Activities, Listening, Play, Reading, Role Playing, \*Simulation, Speaking, \*Teaching Methods, Writing

Six simulation games for English instruction in the classroom are offered in this book, the aim of which is to encourage communication. In simulation games, rules are structured to correspond to those that are an integral part of a real situation, with supporting documentation replicating actual materials pertinent to the situation. The contents of the games have to do with prison reform, car purchase, conservation, the roles of the sexes, government spending, and genetics and the family of the future. The materials include photographs, graphs, cartoons, and drawings that encourage realistic visualization of the situation. Each game consists of four segments: role choice, strategy round, negotiation round, and decision making. Each game takes from 35 to 55 minutes and little teacher supervision is necessary. (TS)

## ED 112 434 CS 202 293

**Perk Up Your Grammar; Workshop in Effective English.**

Civil Service Commission, Washington, D.C.  
 Communications and Office Skills Training Center.

Pub Date 75  
 Note—202p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Adjectives, Adult Education, English Instruction, \*Grammar, Instructional Materials, Manuals, Paragraphs, Sentence Structure, Technical Education, \*Technical Writing, Verbs, Workshops, \*Writing Skills

This workshop guide is designed to help civil service students both learn to use good grammar and develop their technical writing skills. Discussed are such topics as nouns, gender, number, person and case, appositives, pronouns, mood, verbs, (transitive and intransitive), adjectives and adverbs, comparisons, articles, conjunctions, infinitives, gerunds, participles, commas, punctuation, hyphenation, phrases, clauses, sentences, parallelism, colloquialisms, editing, dictionary, and prefixes and suffixes. (TS)

## ED 112 435 CS 202 295

*Brouillet, Frank B.*  
**Improving Written Expression in the Elementary Schools: A Rationale and Plan.**

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 75  
 Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Childrens Games, \*Creative Writing, Educational Objectives, Elementary Education, \*English Instruction, Evaluation Methods, \*Learning Activities, Teaching Guides, \*Writing Exercises, \*Writing Skills

This booklet is intended to help people establish goals, objectives, activities, and evaluation tools for teaching elementary writing. The following topics are discussed: practical writing, invention, writing games, voice, personal writing, strategies and techniques teachers can use to enhance personal writing, teaching grammar and writing, evaluating growth in writing, basic skills and behavioral objectives, standardized tests, school accountability, program assessment through learning principles, and identifying problems. A final section outlines a sequence of steps for developing a writing program. Some examples of children's writing are included. (TS)

## ED 112 436 CS 202 296

**Report Writing Workshop. Student Manual.**  
 Civil Service Commission, Washington, D.C.  
 Communications and Office Skills Training Center.

Pub Date [74]

Note—134p.; Some pages may reproduce poorly due to small type

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Composition (Literary), \*Curriculum Guides, Government Employees, Higher Education, Instructional Materials, Reports, Secondary Education, \*Technical Reports, \*Technical Writing, Workshops, \*Writing Skills

Designed primarily for report writers working for the government, this syllabus provides objectives for helping writers to understand the principles of report writing, to apply the principles, and to edit and review reports in terms of those principles. It also contains graphs and charts, and discusses such topics as search and research, limiting the subject, gathering facts and ideas, interviewing, evaluating data, determining the content of the report, analyzing and organizing information, making an outline, determining report layout and illustrations, analyzing the audience, pronouns, verbs, sentences, linking problems, and paragraph development. (TS)

## ED 112 437 CS 202 297

*Nagengast, Susan*  
**Censorship and the Community: A Survey of Parental Attitudes Toward Controversial Issues in High School English Programs.**

Pub Date 75  
 Note—59p.; Master's Thesis, University of Minnesota

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Academic Freedom, \*Censorship, \*English Instruction, English Programs, Films, Grade 10, \*Instructional Materials, \*Parent Attitudes, Secondary Education, \*Surveys

A survey of 225 parents of high school sophomores in a Minnesota community was undertaken in the fall of 1974 to determine parental attitudes about potentially controversial issues in high school English materials. In one sense, the intent of the survey was to determine "community standards." With the exception of objectionable language, parents were generally tolerant and not prone to censorship. Other topics included in the survey were questions about using literature or films that contain violence, black characters, drug use, antireligious viewpoints, and sexual relationships and questions about general attitudes concerning the function of literature in high schools. No significant differences were found to exist in the attitudes of subjects in different age, sex, or education groups. Parents were more tolerant of films than of books. (Author)

**ED 112 438** CS 202 298

Smith, Ron

**A Guide to Post-Classical Works of Art, Literature, and Music Based on Myths of the Greeks and Romans.**

Pub Date 75

Note—40p.; Prepared at Utah State University; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Art, \*Bibliographies, Greek Literature, Higher Education, Latin Literature, \*Literature, Literature Guides, \*Music, \*Mythology

The approximately 650 works listed in this guide have as their focus the myths of the Greeks and Romans. Titles were chosen as being (1) interesting treatments of the subject matter, (2) representative of a variety of types, styles, and time periods, and (3) available in some way. Entries are listed in one of four categories—art, literature, music, and bibliography of secondary sources—and an introduction to the guide provides information on the use and organization of the guide. (JM)

**ED 112 439** CS 202 300

Weber, Broom

**Our Multi-Ethnic Origins and American Literary Studies.** University of California Library, Davis, Chapbook No. 2.

California Univ., Davis. Univ. Library.

Pub Date 75

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*American Culture, \*American Literature, American Studies, Cross Cultural Studies, \*Cultural Awareness, Cultural Background, Cultural Differences, \*Ethnic Groups, \*Ethnic Origins, Higher Education

Since all American literature has been written or recounted by members of ethnic groups, teachers and scholars of American literature should concern themselves with an ethnic American literature. Although immigrants and their descendants have been culturally assimilated to varying degrees over a period of years, they have nonetheless remained significantly ethnic in a social sense. In order to cope adequately with multiethnic American literature, American literary studies should become international and Americanists should become multilingual as a group, minimally bilingual as individuals. Furthermore, they should become sensitive to the characteristics of ethnic cultures and of immigrant experiences. Toward this end, Americanists will have to join and work cooperatively with three groups of professional colleagues: literary and linguistic specialists in the non-English languages, specialists in the history and culture of the nations and regions from which American immigrants came, and specialists in the sociocultural history of ethnic groups in the United States and in the North America of pre-Columbian and colonial times. (LL)

**ED 112 440** CS 202 301

Dunn, S. Watson

**Rising Nationalism vs. The International Language of Advertising.**

Pub Date 75

Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 18, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Communication (Thought Transfer), \*Foreign Relations, Higher Educa-

tion, Literature Reviews, \*Mass Media, \*Nationalism, Political Issues, \*Publicize, Research

One of the cherished myths of the 1960s and the 1970s has been that the countries of the world are at last giving up their long-standing nationalism and are approaching the one world that Wendell Wilkie, Dag Hammarskjöld, and many others used to talk about. There is indeed much evidence to indicate that this may be true. On the other hand, Peter Drucker has warned us that the political units of the world are on a collision course with the economic concept of one world. He points out that there is really no economic substitute for the nation state. There is increasing evidence to indicate that nationalism is on the rise and that advertising planners as well as economists and all sorts of internationalists may be in for hard times during the next decade. A review of the literature, using Western Europe as a case in point, provides support for Drucker's position. (Author/RB)

**ED 112 441** CS 202 304

Donovan, Josephine, Ed.

**Feminist Literary Criticism; Explorations in Theory.**

Pub Date 75

Note—81p.

Available from—The University Press of Kentucky, Lexington, Kentucky 40506 (\$4.00 paper)

**Document Not Available from EDRS**

Descriptors—American Literature, Anthologies, English Literature, \*Feminism, Higher Education, Literary Analysis, \*Literary Criticism, Literary Perspective, \*Literature, Theories, \*Womens Studies

A collection of five essays (plus preface and afterword) by noted feminist critics, this book provides an overview of the existing body of feminist literary criticism in order to promote an understanding of the issues feminist critics are currently discussing among themselves and with other critics. A theoretical framework for understanding this new critical direction is also proposed. The authors included in this collection are Cheri Register, Dorin Schumacher, Marcia Holly, Barbara Currier Bell, Carol Ohmann, Carolyn Heilbrun, Catharine Stimpson, and Josephine Donovan. (TS)

**ED 112 442** CS 501 117

Yousef, Fathi S. Briggs, Nancy E.

**The Multinational Business Organization: A Schema for the Training of Overseas Personnel in Communication.**

Pub Date Apr 75

Note—21p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavior Patterns, Communication (Thought Transfer), \*Cross Cultural Studies, Cultural Factors, Foreign Relations, Higher Education, \*Organizational Communication, \*Schematic Studies, \*Social Values

American businesses, government agencies, and cultural organizations are engaging increasingly in multinational activities. Such activities place Americans and the constituents they represent in different cultural contexts that involve and require adjustment and adaptation to situations and people with different value systems and behavior patterns. This paper focuses on the primary cross-cultural verbal and nonverbal communication elements entailed in the behaviors of personnel in multinational organizations. A schema for the training of overseas personnel is proposed, and examples of different problems arising in cross-cultural contacts are given. The schema represents a continuum for observing and classifying a wide range of culturally determined behaviors. The areas covered in this schema deal with the most recurrent behavioral variables involved in cross-cultural communication breakdowns. Even though the categories in the schema may interrelate or occasionally overlap, the intent is to arrange them in an order of a likelihood of priorities of occurrence in interactional contexts. (RB)

**ED 112 443** CS 501 118

Gouran, Dennis S.

**The Watergate Cover-Up: Its Dynamics and Its Implications.**

Pub Date Dec 75

Note—28p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 26-30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Behavior Patterns, \*Communication (Thought Transfer), \*Decision Making, Ethics, \*Group Behavior, \*Group Dynamics, Higher Education, \*Political Issues, Public Officials

Identifiers—\*Watergate

This essay explores the group dynamics relating to the events surrounding the Watergate coverup and attempts to identify the factors that predispose of the parties involved to make inappropriate, foolish, and ineffective choices concerning a criminal case in which none of them initially was culpable. The initial Watergate break-in is briefly outlined, and the details of the Watergate coverup are described extensively through the use of manuscripts from the Watergate hearings and books written by such eminent political commentators as Theodore H. White, Arthur Schlesinger, and Dan Rather. Four points of view are then offered to account for the behavior patterns and decision-making procedures of the individuals involved in the Watergate coverup. Each of these views is dismissed as only a partial explanation for the coverup because President Nixon could still have made the right decision to avoid culpability. In conclusion, the author argues that to understand why Nixon did not, one has to focus on the communication behavior of the group involved as that behavior reflects the forces that inhibited their ability to make not only what would have been "the easy" decision but the right one as well. (RB)

**ED 112 444** CS 501 119

Machlin, Evangeline

**Dialects for the Stage: A Manual and Two Cassette Tapes.**

Pub Date 75

Note—182p.

Available from—Theatre Arts Books, 333 Sixth Ave., New York, New York 10014 (\$39.95 Manual and 2 Cassettes)

**Document Not Available from EDRS**

Descriptors—\*Dialects, Dialect Studies, \*Dramatics, \*Magnetic Tape Cassettes, \*Regional Dialects, \*Speech Instruction

This document contains a manual and two cassette tapes designed to help actors and actresses learn to speak various dialects. The tapes and the manual are arranged for the play-it-and-say-it method of dialect acquisition. The first three parts discuss the tapes and the manual in general, the dialect texts and dialect data, and the steps involved in learning dialects. Part 4 gives written and taped examples of nine North American Dialects, including such dialects as Midwestern, Southern, and French Canadian. Parts 5, 6, and 7 give examples of standard English (North American and British), the dialects of Great Britain and Ireland (Cockney, Welsh, North British, Scottish, and Irish), and European accents (French, Italian, German, Russian, Spanish, and general European). Part 8 gives the symbols and sounds of the International Phonetic Alphabet and lists the names of the speakers for each taped dialect. (TS)

**ED 112 445** 95 CS 501 120

Davis, Robert E.

**Introduction to Film Making.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Contract—NEC-400-75-0029

Note—56p.; Theory into Practice (TIP) Series

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$1.40 members, \$1.50 non-members); National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 23694, \$1.40 members, \$1.50 non-members)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Animation, Communication (Thought Transfer), Editing, \*Film Production, \*Films, Higher Education, Learning Activities, \*Photographic Equipment, \*Production Techniques, Secondary Education, Teaching Methods, \*Visual Literacy

This booklet is intended for teachers who are now teaching units in film production as part of a program in communication or who wish to begin work with filmmaking in such a program. The first section is intended to serve as a brief introduction to film theory, while a major portion of the rest of the booklet is devoted to film projects which may be used with classes. Exercises included for teachers without access to filmmaking equipment may be carried out with pencils, paper, and other readily available classroom materials. Other exercises using super-8 cameras and equipment are also suggested, as are activities using videotape recorders and still cameras in place of motion picture equipment. All exercises and activities are designed for adaptation to grade and ability levels by the teacher. (LL)

**ED 112 446** CS 501 122  
Cowperthwaite, L. LeRoy  
Building a Communication Arts Complex:  
Thoughts Ten Years After.

Pub Date 74  
Note—7p.; Paper presented at the Annual Meeting of the Speech Communication Association Convention (60th, Chicago, December 27-30, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Building Plans, \*Campus Planning, \*Communication (Thought Transfer), \*Communications, Educational Planning, \*Facility Planning, Higher Education

This paper discusses the initial planning and building of a communication arts complex at Kent State University in Ohio and presents the author's observations about the complex ten years later. The physical dimensions of the complex are described in detail, including the facts that the original plan allowed for 10,000 students and that by 1973 the student population of Kent State University was in excess of 21,000. (TS)

**ED 112 447** CS 501 123  
Peterson, Paulette  
An Investigation of Sex Differences in Regard to  
Nonverbal Body Gestures.

Pub Date 75  
Note—19p.; Paper presented at the 1975 Summer Conference of the Speech Communication Association

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Behavior Patterns, \*Body Language, Communication (Thought Transfer), Educational Research, Higher Education, Interpersonal Relationship, \*Nonverbal Communication, \*Sex Differences

Designed to provide clues to research questions on sex differences nonverbal in communication, this paper contains the results of dyadic conversations processed on video tape. Twelve undergraduate and graduate student volunteers were solicited along with employed nonstudents between the ages of 19 and 30. Results indicated that males displayed more nonverbal gestures than did females, regardless of the sex of the conversation partner, and that males displayed slightly more gestures with males than with females. The findings of this study indicated that nonverbal communication serves as an illustrator of and a supplement to the verbal element, but also acts as the functor for gender display. The data from the study are presented in both narrative and table format. (RB)

**ED 112 448** CS 501 124  
Daly, John A.  
A Critique of "An Exploratory Investigation of the Effects of Communication Apprehension in Alternative Systems of Instruction" by Michael Scott, Michael Yates, and Lawrence Wheelless.

Pub Date 75  
Note—8p.; A Critique Presented at the Annual Convention of the International Communication Association (Chicago, Illinois, April 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Analytical Criticism, \*Communication (Thought Transfer), \*Communication Problems, Educational Alternatives, Educational Research, \*Learning Processes  
Identifiers—\*Communication Education

In this critique, comments and suggestions are offered that might be integrated into future research by Scott, Yates, and Wheelless on the topics of communication apprehension and alternative instructional approaches. These authors suggest, in their paper, that one's level of communication apprehension should be predictive of

attitudes held toward, and of satisfaction with, various instructional methods. This paper concludes that while the overall question posed by Scott, Yates, and Wheelless is interesting, the approach and the methodologies chosen for testing the research are weak. (TS)

**ED 112 449** CS 501 125  
Busby, Linda J.  
Women and Society: The Mass Media.

Pub Date 75  
Note—26p.; Paper presented at the 1975 Summer Conference of the Speech Communication Association

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Communication (Thought Transfer), Cultural Images, \*Females, \*Feminism, Life Style, \*Mass Media, Publications, \*Sex Role, \*Sex Stereotypes, Social Values, Television

Males and females have become vitally concerned with sex-role images in the mass media because of the ubiquitous nature of the media. Mass media, which have heavily penetrated Americans' lives, have the potential for initiating, reinforcing, or denying certain social values. In studies of various media, including magazine advertising, magazine fiction, television programming, television advertising, children's literature, instructional films, comic books, coloring books and many more, the males in all enjoy a wider variety of roles and goals than do media females. While males are portrayed in important positions in government, education, politics, the industrial world, and the family, females in the media are circumscribed by their sexuality and domesticity. Furthermore, research indicates that children personalize and utilize media content as an information source for their social roles. Other evidence indicates that the media have perpetuated sex-role stereotypes which are actively functioning at all levels of society and across all social institutions. (A nine page bibliography on this issue is included.) (LL)

**ED 112 450** CS 501 126  
Blahna, Loretta J.  
A Survey of the Research on Sex Differences in  
Nonverbal Communication.

Pub Date 75  
Note—13p.; Paper presented at the 1975 Summer Conference of the Speech Communication Association

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Behavior, Body Language, Communication (Thought Transfer), Individual Differences, \*Nonverbal Communication, Psychological Patterns, \*Sex Differences

Although the bulk of recent research on nonverbal communication has involved studies of the functions of nonverbal behavior (emotion conveying, regulation, and adaption), a few studies have focused on the differences in nonverbal communication variables between men and women. These differences have been found in vocal patterns, intensities, length of speaking turn, eye gazing and contact, amount and timing of smiling behavior, posture and movement, spacing, and the amount, initiation, and area of touching. In addition, the same or similar nonverbal behaviors may be given different meanings by observers, as in vocal patterns, the smiling behavior of parents, and eye behavior. If future studies confirm that sex is a significant variable in nonverbal communication, sex should be a consistent component of further research design, teachers should be aware of the differences in a classroom context, and women and men may want to acquire new nonverbal behaviors to expand their repertoire of communication. (Two charts are included, one on simulated vocal cues and personality types and one on touching.) (JM)

**ED 112 451** CS 501 128  
Draper, Benjamin, Ed.  
Pacific Nations Broadcasting II: Proceedings of the  
Conference (23rd, San Francisco, April 1973).

San Francisco State Univ., Calif.  
Pub Date 74  
Note—272p.; Held at the Broadcast Industry Conference, San Francisco State University (23rd, San Francisco, April 1973)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**  
Descriptors—\*Broadcast Industry, \*Communication (Thought Transfer), \*Communications, \*Communication Satellites, Conference Reports, Cultural Interrelationships, Foreign Rela-

tions, Higher Education, \*Mass Media, Radio, Television

Identifiers—\*Broadcast Industry Conference  
Having as its goal the further development of understanding through the communications media, this document examines the utilization of broadcast media from both technological and sociological vantages. The papers contained herein were presented at the twenty-third annual Broadcast Industry Conference held at California State University in San Francisco in 1973. Divided into four parts, the contents include "International Satellite Problems," which summarizes the extent to which satellites are used around the world, the role of satellites in specific countries (Korea, China, Canada, and India), and the problems satellites are creating; "International Broadcasting Problems," which discusses the implications of broadcasting on the educational, social, and political elements of various countries; "American Broadcasting Problems," which explores the nature of American television and the philosophy behind it, while also commenting on the changing patterns of television; and "Broadcast Facilities of Pacific Nations," which contains a run down of the broadcast capabilities of nations in the Western Hemisphere. (RB)

**ED 112 452** CS 501 129  
Draper, Benjamin, Ed.

Pacific Nations Broadcasting III and Bibliography:  
Symposium held at the Annual Broadcast Industry Conference (24th, San Francisco, April 21-25, 1974).

San Francisco State Univ., Calif.

Pub Date Apr 74

Note—152p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
Descriptors—\*Broadcast Industry, \*Communication (Thought Transfer), \*Communications, Conference Reports, Cultural Interrelationships, Foreign Relations, Futures (of Society), Higher Education, \*Mass Media, Radio, \*Television

Identifiers—\*Broadcast Industry Conference  
Contained in this document are the papers presented at the twenty-fourth annual Broadcast Industry Conference held at California State University in San Francisco in 1974. Following welcoming remarks, the contents include papers on a mass communication plan for India, plans for an institute for international communication located at San Francisco State University, a description of broadcasting in the People's Republic of China, an examination of the electronic media in teaching self-awareness and in preparing people for changing futures, a review of the basic principles of four-channel FM broadcasting using the Dorren Quadruplex system, the importance of television in presenting information about public affairs, and a review of the role and responsibilities of the broadcaster. An annotated selective bibliography on the broadcast industry is also included. (RB)

## EA

**ED 112 453** EA 007 422  
Atkinson, Norman

Educational Co-Operation in the Commonwealth:  
An Historical Study. Series in Education, Occasional Paper No. 1.

Rhodesia Univ., Salisbury.

Pub Date 74

Note—274p.

Available from—The Library, University of Rhodesia, P.O. Box MP.45, Mount Pleasant, Salisbury, Rhodesia (\$5.10 Rhodesian)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Education, \*Educational Coordination, \*Educational History, \*Educational Planning, \*Educational Policy, Higher Education, Instructional Media, International Education, \*International Organizations, International Programs  
Identifiers—\*British Commonwealth

This book provides an historical assessment of educational cooperation within the British Commonwealth, during both the imperial and post-imperial periods. However, the author makes no attempt to examine the educational policies or institutions of the individual territories or countries, except as they have affected the development of



international cooperation. Individual chapters examine the nature of the modern Commonwealth, educational policy during the imperial period, educational cooperation in the Commonwealth since 1945, adult education in the Commonwealth, higher education in the Commonwealth, the use of instructional media in the Commonwealth, and international relations between the Commonwealth and other nations. (Author/JG)

ED 112 454 95 EA 007 451

**Declining Enrollment. The Best of ERIC No. 12.** Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC/CEM, University of Oregon, Eugene, Oregon 97403 (Free)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Annotated Bibliographies, Board of Education Policy, Educational Facilities, Educational Planning, Elementary Secondary Education, \*Enrollment Projections, Enrollment Trends, \*Job Layoff, \*School Closing, \*School Community Relationship

The 14 entries cited in this annotated bibliography provide information on a variety of topics associated with declining enrollments—closing schools, reducing the teacher force, maintaining good relations with the public, using released space, forecasting enrollments, and related planning and policy matters. (IRT)

ED 112 455 95 EA 007 471

*Schofield, Dee*

**Community Involvement in Educational Governance.** [NAESP] School Leadership Digest Second Series, Number 2. [ERIC/CEM Research Analysis Series, Number 17].

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-8-080353-3514

Note—31p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.50, single copy; \$25.00 plus postage and handling, complete series of 12 issues)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Centralization, Citizen Participation, \*Community Involvement, Consumer Economics, \*Educational Administration, Educational Change, Educational Innovation, Educational Philosophy, \*Educational Policy, Elementary Secondary Education, \*Governance, \*Literature Reviews, Organizational Change, Political Power, Power Structure, Professional Personnel

The intent of this paper is to come to terms with some of the philosophical issues raised by community involvement in the education power structure. The literature reviewed identifies some of the underlying assumptions and explores some implications of increased citizen involvement for both educators and the society they serve. Two modes of thought emerge in the literature on community involvement: the democratic ideal that citizens should have control over the governmental institutions they create, and the contradictory view that the experts (educators) should have control over policy. The complex nature of the issues, as viewed by professional educators and community involvement advocates, is developed in the report. (Author/MLF)

ED 112 456 EA 007 490

*Paul, Warren I.*

**Economically Functional Considerations for an Interactional House Plan, Senior High School (Task Group Report).**

Pub Date Jun 75

Note—42p.; Paper presented at the Northeast Regional Conference of the Council of Educational Facility Planners, International (Hastbrouck Heights, New Jersey, June 4-6, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Building Plans, Cost Effectiveness, \*Educational Specifications, \*Facility Requirements, \*House Plan, Interaction, Open Educa-

tion, \*Recycling, \*School Improvement, School Organization, School Planning, Senior High Schools, Space Utilization

A task group was charged with remodeling an existing connected old building-new building complex to make it feasible for a house-oriented senior high school educational program. Constraints to be resolved were keeping costs low, maintaining departmental proximity while encouraging interdisciplinary activities, providing for small groups, and arranging for even utilization of facilities. The group decided on an interactional houseplan that organized academic disciplines by department and the students into heterogeneous groups each with 25 students and one faculty member. Physical modifications to meet the needs of this reorganization are itemized. Background information contained in the report includes school floor plans, community demographic characteristics, educational philosophy and objectives, curriculum program, extracurricular activities, enrollment projections, specifications for teaching and learning areas, and comparisons between the new middle school and the present high school. (Author/MLF)

ED 112 457 EA 007 491

*Husen, Torsten*

**Social Influences on Educational Attainment. Research Perspectives on Educational Equality.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—186p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (ISBN-92-64-11333-9, \$8.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Ability, \*Academic Achievement, Bibliographies, Educational Equality, Educational Opportunities, \*Educational Research, Elementary Secondary Education, \*Equal Education, \*Nature Nurture Controversy, Social Factors, \*Socioeconomic Background

This monograph discusses some basic concepts and reviews some of the more salient research findings dealing with equality of educational opportunity. Major emphasis of the author's inquiry is on how educational opportunity and educational attainment relate to social background. Chapter 1 attempts to clarify what is meant by equality of educational opportunity. Chapter 2 discusses the relationship between IQ and educational attainment, on the one hand, and occupational success. Chapter 3 argues that the concept of ability must be regarded in a sociological context. Chapter 4 is a comprehensive review of European and American research on reserves of talent, using Sweden as an illustrative case. Chapter 5 examines how various features of the formal educational system affect educational opportunity. Chapter 6 considers the relationship between home background and educational attainment. Finally, chapter 7 presents the author's conclusions and elaborates on some of the policy implications of the findings. (Author/JG)

ED 112 458 EA 007 492

**Schoolhouse. A Newsletter from Educational Facilities Laboratories, No. 21, Sept. 1975.**

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Sep 75

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Building Conversion, Career Education, Elementary Secondary Education, Enrollment Trends, Recycling, School Buildings, \*School Community Cooperation, \*School Community Programs, \*Shared Facilities, \*Shared Services, Space Utilization

Identifiers—Virginia (Arlington)

Schoolhouses have the potential to serve a larger constituency by providing social services such as day care, health care, adult education, senior citizen clubs, and recreation. The numbers of school-age children are declining, so using school space for community programs is being considered by many school districts. This issue reports on one community, Arlington, Virginia, that has extensive experience in the use of school space for other community purposes, and on two midwestern districts that converted vacant

discount department stores into career education facilities. (Author/MLF)

ED 112 459 EA 007 493

*Rosen, David J. Mulcahy, Gene*

**Evaluation—Shanti: A Case Study.**

Indiana Univ., Bloomington. School of Education.; International Consortium for Options in Public Education, Bloomington, Ind.

Pub Date 75

Note—15p.

Available from—Changing Schools, School of Education, Indiana University, Bloomington, Indiana 47401 (\$1.00)

Journal Cit—Changing Schools: An Occasional Newsletter on Alternative Public Schools; v4:2 n14 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Alternative Schools, \*Case Studies (Education), \*Educational Alternatives, Educational Objectives, Educational Philosophy, Elementary Secondary Education, \*Evaluation Methods, Models, \*Program Evaluation

This newsletter comprises four sections: (1) the educational philosophy and objectives of Shanti, a public alternative school in Hartford, Connecticut; (2) Rosen's statements about the difficulties of finding an evaluation model for alternative schools and the implications of the methodology that he later used in evaluating the Shanti school in his doctoral dissertation; (3) comments by Mulcahy, director of the school, about Rosen's evaluation and evaluations in general; and (4) Rosen's response to Mulcahy. (MLF)

ED 112 460 95 EA 007 494

*Cypress, Beulah K.*

**Pupil Participation, Staffing, and Expenditures in Federally Aided Programs Operated by Large School Districts, 1972-73. Consolidated Program Information Report (CPIR).**

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-76-322

Pub Date 76

Note—97p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01473-4, \$1.70)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Elementary Secondary Education, Federal Aid, \*Federal Programs, \*National Surveys, Questionnaires, School Personnel, \*School Statistics, School Surveys, Student Participation, Surveys, \*Tables (Data)

Identifiers—\*Consolidated Program Information Report

This publication presents statistics on pupil participation, staff and staff training, and expenditures for federally aided programs operated by the 19 largest local education agencies in the United States during 1972-73. The statistics included in this report were selected from data gathered in a comprehensive survey of all local education agencies with enrollments of 300 or more pupils. The 19 local agencies included in this report all have enrollments of 125,000 or more pupils. A sample of the complete survey form is included in the appendix. (JG)

ED 112 461 EA 007 495

*Bournazos, Kimon And Others*

**The Street Academy. Final Evaluation Report.**

Information Services, Inc., Kalamazoo, Mich.

Spons Agency—Grand Rapids Public Schools, Mich.

Pub Date 15 Jun 75

Note—92p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Alternative Schools, Behavior Change, Curriculum Evaluation, \*Educational Alternatives, Evaluation, \*Evaluation Methods, \*Program Evaluation, Secondary Education, Statistical Data, Student Evaluation

Identifiers—\*Street Academy

The Street Academy is an alternative school specially designed for students aged 12 to 18 who cannot acclimate to the regular public school system. The purpose of the evaluation is, generally, to see if the program is serving the students for whom it was established. The evaluation is also concerned with such areas as academic skills development, student absenteeism, the rate at which students are acquiring high school credits, evaluations of the teaching staff, student perceptions, student and parent perceptions of

the program, and parent evaluations. Extensive data are presented on the evaluation findings. On the whole, the program was found to be making positive progress toward meeting its objectives. There are, however, a number of areas that should be examined more closely and a number of changes that may have to be seriously considered if the Street Academy program is to grow in the proper direction and be of optimum service to its students and the community. Recommendations are included. (Author/IRT)

**ED 112 462** EA 007 496

*Erickson, Edsel L. And Others*  
**The Southeast Community Education Center. Final Evaluation Report.**  
Information Services, Inc., Kalamazoo, Mich.  
Spons Agency—Grand Rapids Public Schools, Mich.

Pub Date 15 Jun 75

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Alternative Schools, Community Involvement, \*Community Schools, \*Curriculum Evaluation, Elementary Education, Evaluation Methods, Humanistic Education, Mathematics Curriculum, Parent Participation, \*Program Evaluation, \*Reading Programs, Student Evaluation

Identifiers—\*Southeast Community Education Center

The Southeast Community Education Center is a nondenominational, elementary alternative school that enrolls up to 90 children on a first-come, first-served basis. It is intended to provide a community education center whereby the educational needs of minority group youngsters can be fulfilled in a true "community school." The total school program is envisioned as a model for community involvement and humanistic education for families within the community. The program evaluation is concerned with academic achievement in reading and mathematics, reduction in absenteeism, staff evaluations, student evaluations, parent evaluations, and evaluations of college educators working with the school. The findings are presented in detail. The Southeast Community Education Center clearly attained its major objectives during the 1974-75 school year. Five reasons for the center's success and five recommendations for possible development are given. (Author/IRT)

**ED 112 463** EA 007 497

*Walizer, Michael H. And Others*  
**The Walbridge Academy. Final Evaluation Report.**

Information Services, Inc., Kalamazoo, Mich.  
Spons Agency—Grand Rapids Public Schools, Mich.

Pub Date 15 Jun 75

Note—64p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Alternative Schools, \*Behavior Change, Curriculum, Elementary Secondary Education, Evaluation Methods, Parent Participation, \*Program Descriptions, \*Program Evaluation, Secondary Education, \*Student Evaluation

Identifiers—\*Walbridge Academy

Walbridge Academy, the oldest alternative education program in the Grand Rapids School System, has a student population of about 250 students in grades 7 through 12. The majority of students are admitted to Walbridge on a first-come, first-served basis; however, some positions are reserved for students who have been placed on extended suspension by the regular schools. The school employs a behavior modification system centering on token points. The curriculum includes reading, math, science, history, social studies, and English. The evaluation objectives focused on student progress toward graduation, social and academic attainment, program strengths and suggestions, and program observation and description. Extensive information on the findings in the areas of student population, academic achievement, absentee rates, high school credit acquisition, a follow-up of 1973-74 school year students, staff evaluations, student evaluations, and parent evaluations are included. Walbridge Academy is achieving its objectives with a large proportion of its students. Suggestions are included in an attempt to aid further improvement of the program. (Author/IRT)

**ED 112 464**

*Walizer, Michael H. And Others*  
**Madison Park Alternative Education Program: Sweet Street Academy. Final Evaluation Report.**  
Information Services, Inc., Kalamazoo, Mich.  
Spons Agency—Grand Rapids Public Schools, Mich.

Pub Date 15 Jun 75

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Alternative Schools, Elementary Education, \*Evaluation Methods, Interpersonal Relationship, Mathematics Education, Personal Growth, \*Program Descriptions, \*Program Evaluation, Reading Achievement, \*Student Evaluation

Identifiers—\*Sweet Street Academy

The Sweet Street Academy is a school within a school. Most of its 26 students are below grade level in reading and mathematics and have histories of behavioral difficulties or adjustment problems. The objectives of the program are to build meaningful personal relationships with each student and to develop student reading and mathematics achievement. Extensive data is presented on findings related to the student population, academic achievement of the students, attendance rates, staff evaluations, interviews with the staff, student evaluations, parent evaluations, and evaluations of the program by members of the staff of the parent school. The evidence seems to indicate that the program is successfully achieving the goals of building a meaningful personal relationship with students and improving reading and math achievement. The major problems within the program seem to stem from the lack of opportunity for full planning and for preparation for the admission of students. Recommendations are offered to help improve the program. (Author/IRT)

**ED 112 465**

*Cicchelli, Jerry J.*  
**Assessing the Organizational Health of School Systems.**

Pub Date 21 Feb 75

Note—12p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Change Strategies, Educational Change, Elementary Secondary Education, \*Evaluation Needs, \*Organizational Change, \*Organizational Effectiveness, \*Program Evaluation, \*School Systems

In considering the organizational functions of school systems, the following assumptions need to be examined: client achievement cannot be used as a major index of organizational health; organizational functioning relates closely to the utilization of available human and material resources; maximizing available resources increases organizational adaptability to change; and schools have limitations and need to recognize them. Characteristics leading to an assessment of organizational health include clearly stated purposes and responsibilities, a systematic process for evaluation, a built-in spirit and attitude toward change, and an ability to utilize influence as a feedback mechanism for growth and development. Such characteristics permit school systems to retain their uniqueness relative to their own situations. Procedures for gaining control over the above characteristics would vary from school system to school system. However, the outcome for different school systems should be the same; improved efficiency and productivity could result in better educational opportunities for the children and community. (Author/JG)

**ED 112 466**

*Lindsay, Noel*  
**Institutional Arrangements for School Building. Programme on Educational Building 6.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Jul 75

Note—41p.; Related documents are ED 081 078-079, ED 081 120, and ED 089 426-427

Available from—Miss L. Gibson, Principal Administrator, Programme on Educational Building Secretariat, 2, rue Andre Pascal, 75775 Paris CEDEX 16, France (Free)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

EA 007 498

Descriptors—Construction Costs, Construction Management, \*Construction Programs, Cost Effectiveness, Guidelines, \*Institutional Role, National Programs, \*Program Administration, Program Planning, \*School Construction, School Design, \*School District Autonomy

Despite the diversity of national circumstances, all countries have the common aim of providing the right kind of school buildings in the right place, at the right time, and at the right cost. The objective of the present study is to establish the best institutional means for achieving this aim and, insofar as there are common patterns between countries for such institutional arrangements, to try to identify them. The institutional arrangements for school building relate essentially to the total period from the initiation of a project (that is, as soon as the need for a school and its type and size have been determined) through completion of the building and its subsequent maintenance and evaluation. The processes involved in this must, moreover, be viewed at all times in the wider context of forward planning of school building programs if implementation is to be effective and resources properly used. Indeed, the framing of school networks and of forward capital programs to meet educational needs are key factors in the whole matter. (Author/IRT)

**ED 112 467**

*Erickson, Edsel L. And Others*  
**Education Division and Related Agencies Appropriations for Fiscal Year 1976. Hearings Before a Subcommittee of the Committee on Appropriations, United States Senate, Ninety-Fourth Congress, First Session on H.R. 5901. An Act Making Appropriations for the Education Division and Related Agencies, for the Fiscal Year Ending June 30, 1976, and for Other Purposes.**

Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.

Pub Date 75

Note—1,343p.; Related documents are ED 105 588-589; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$2.18 Plus Postage. HC Not Available from EDRS.**

Descriptors—Budgets, Educational Finance, \*Educational Legislation, \*Federal Aid, Federal Government, \*Federal Legislation, \*Federal Programs, Tables (Data)

Identifiers—\*H R 5901

This publication is a comprehensive record of testimony and exhibits presented to a subcommittee of the Committee on Appropriations of the U.S. Senate during hearings on 1976 budget requests for the Education Division of the Department of Health, Education, and Welfare. Included are testimony and statements presented by approximately 100 different representatives of the Education Division, the Office of Education, and their various agencies. Testimony and exhibits are indexed chronologically, by subject matter, and alphabetically by witnesses' names. (JG)

**ED 112 468**

*Erickson, Edsel L. And Others*  
**Design of a Management-by-Objectives System. Case Study Report 1971-1974.**

East Allen County Schools, New Haven, Ind.

Pub Date [75]

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Accountability, \*Case Studies, Case Studies (Education), Curriculum Evaluation, Educational Administration, Educational Objectives, Elementary Secondary Education, \*Evaluation Methods, \*Management by Objectives, Models, \*Program Budgeting, Systems Approach

A management-by-objectives project designed to provide a rational basis for implementing a programming-planning-budgeting evaluation system in the school district is summarized. The project goal was to design and implement an accountability model utilizing participative management as a tool for development. Three organizational phases involved in the project were (1) identification of the needs of the school district and organization of the administrative functions in line with these needs to develop a system of accountability; (2) identification of the educational program of all grade, content, and special areas in behavioral terms; and (3) development of the supportive programs into an operationalized management-by-objectives system. (Author/MLF)

ED 112 469

Lessinger, Leon M.  
 Accountability: Brand L.  
 Pub Date May 75

Note—13p.; Paper presented at the National Forum on Educational Accountability (Denver, Colorado, May 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Educational Accountability, Educational Administration, \*Educational Objectives, Elementary Secondary Education, Management by Objectives, \*Performance Criteria, \*School Responsibility, Teacher Responsibility

Effective accountability always involves four essential elements: Knowledge of what is required, knowledge of who is responsible to whom, knowledge of how to be successful, and knowledge of the consequences of not being successful. The movement in education now called accountability has added the additional requirement that educators stipulate the objectives to be achieved by students, the actual success in achieving them, and the costs incurred in the process. This is probably best called performance accountability; its underlying theme is that the objective of education is learning, not teaching. The appropriate unit of accountability for results is the school and the school district. If the school as a system does not attain its objectives—if students do not learn—the system is redesigned until they do. Regardless of the results, the students or parents or teacher are not blamed for failure to learn. (Author/JG)

ED 112 470

Weber, William H., III

Socioeconomic Methods in Educational Analysis.

Pub Date Oct 75

Note—125p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 (\$12.50 cloth, \$6.50 paperback)

Document Not Available from EDRS

Descriptors—Conceptual Schemes, Economic Research, \*Educational Research, \*Educational Sociology, Higher Education, Models, \*Research Methodology, \*Social Change, Social Sciences, Socioeconomic Influences, Student Teacher Relationship, \*Systems Analysis

This book explores the possibilities in a new approach to educational analysis—a fusion of methods drawn from economics, sociology, and social psychology. The author combines his explanation of socioeconomic analysis with the presentation of several examples that illustrate the application of his method to different analytical problems. The book is organized into three parts. In part 1, the author shows how socioeconomic analysis might be applied to the educational systems described in Plato's "Republic" and Lerner's "The Passing of Traditional Society." He then presents a model that attempts to capture selected aspects of the relationship between modern societal change and higher education curriculum. Part 2 discusses two models, one dealing with the curricular implications of changes in teacher supply and demand, and one dealing with the dynamics of change in American higher education during the 1960s. Part 3 first presents a model designed to describe the social dynamics within a school and then offers a detailed analysis of teacher-student interaction within a particular course. (Author/JG)

ED 112 471

Clasby, Miriam Lema, JoAnne

Together: Schools and Communities. Handbook [and] Resource Directory.

Institute for Responsive Education, Boston, Mass.; Massachusetts Advisory Council on Education, Boston.

Pub Date Aug 75

Note—331p.

Available from—The Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215 (\$4.00)

Document Not Available from EDRS

Descriptors—Community Control, Community Involvement, \*Cooperative Planning, Elementary Secondary Education, \*Information Sources, \*Resource Guides, Resource Materials, \*School Community Cooperation, \*School Community Relationship

Identifiers—\*Massachusetts

EA 007 503

This publication consists of two separate but related parts, a handbook that discusses possible approaches to developing improved school-community collaboration and a resource directory that lists approximately 800 agencies and publications that may be helpful to educators and citizens who are contemplating some type of collaborative arrangement. Although both sections are aimed primarily at Massachusetts residents, they contain considerable information of value to residents of other states as well. Entries in the resource directory are grouped according to whether they describe special agencies, Massachusetts agencies, out-of-state agencies, or publications. In addition, three separate indexes list entries by title, by topic, and by potential users. (JG)

ED 112 472

Foster, Betty J.

Statistics of Public Elementary and Secondary Day Schools, Fall 1974. Pupils, Instructional and Noninstructional Staff, Expenditures, and Salaries.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.

Report No.—NCES-76-143

Pub Date 75

Note—43p.; For related document, see ED 095 628

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.05)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Educational Trends, Elementary Secondary Education, \*National Surveys, School District Spending, \*School Statistics, \*School Surveys, \*Statistical Data, Student Enrollment, \*Tables (Data)

Identifiers—\*United States  
 Basic educational data, for fall 1974, on all public elementary and secondary day schools in the United States, the District of Columbia, and some outlying areas under U.S. jurisdiction are presented in this report. National trend data since fall 1970 are included for selected items. Detailed data, by state or other area, are provided on the numbers of local school districts, staff, pupils, and high school graduates in fall 1974, as well as estimated expenditures for school maintenance and operation and average salaries of professional instructional staff for the 1974-75 school year. Also included are data on the numbers of public elementary and secondary day schools conducted by the National Center for Education Statistics in cooperation with education officials of the individual states. Descriptions of survey procedure, other methodology, and coverage are included in the report, and a replica of the report form and instructions sent to respondents is presented in the appendix. (Author/JG)

ED 112 473

Campbell, Roald F. And Others

R&D Funding Policies of the National Institute of Education: Review and Recommendations. Final Report.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—110p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Educational Development, Educational Improvement, \*Educational Policy, \*Educational Research, Federal Aid, Federal Government, \*Federal Programs, \*Government Role, Regional Laboratories, \*Research and Development Centers

Identifiers—\*National Institute of Education, NIE

This report reviews the education research and development funding policies of the National Institute of Education (NIE) and attempts to evaluate the impact of those policies on the nation's education research and development system, particularly the regional education laboratories and research and development centers established by the Federal government in the 1960s. The report is based on the work of ten consultants and represents a synthesis of the different consultants' views. An additional paper prepared by one of the consultants is included as an appendix. Individual chapters of the report discuss the task

and procedures of the consultants, the role of research and development in improving education, present resources for education research and development, the context for policy-making at NIE, policy directions at NIE, and the conclusions and recommendations of the consultants. (JG)

ED 112 474

E6: Academic Evaluation. A Report on SEF Open Plan Schools.

Metropolitan Toronto School Board (Ontario). Study of Educational Facilities.

Pub Date Sep 75

Note—302p.; Related documents are ED 055 345, ED 061 598, and ED 074 611

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Educational Facilities, Elementary Secondary Education, Flexible Facilities, Modular Building Design, \*Open Plan Schools, Questionnaires, School Design, \*School Surveys, \*Student Attitudes, Tables (Data), \*Teacher Attitudes

Identifiers—Canada (Toronto), SEF, \*Study of Educational Facilities

This study attempts to evaluate Toronto-area schools built using the Study of Educational Facilities (SEF) building system from the standpoint of the teachers and students who use the schools. While the SEF building system did not dictate an open-space plan, all local school boards in the Toronto area designed their SEF schools with varying degrees of open space. Emphasis of the study was on analyzing students' and teachers' reactions to open-plan schools, rather than to SEF schools as such; however, only SEF schools were included in the survey. An extensive questionnaire was administered to a sample of 979 grade five and grade eight students from 22 SEF schools to determine their attitudes toward the open educational program and building design. A longer and more sophisticated questionnaire was completed by 535 of the 586 professional staff members at the same 22 schools. Responses to the different questionnaire items are presented in graph and table form, grouped in separate chapters according to subject matter. Replicas of the student and teacher questionnaires and sample floor plans of several SEF schools are included in the appendix. (JG)

ED 112 475

Educational Leadership by Objectives. Highland, Indiana Superintendency Team Assessment Plan.

Highland Public Schools, Ind.

Pub Date Sep 72

Note—62p.

Available from—Superintendent of the Highland Schools, Educational Services Center, 9145 Kennedy Avenue, Highland, Indiana 46322 (\$5.00, Quantity discounts)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrative Personnel, \*Administrator Evaluation, Educational Accountability, Educational Administration, Educational Objectives, Elementary Secondary Education, \*Evaluation Criteria, \*Management by Objectives, Management Systems, \*Personnel Evaluation, Program Design

Identifiers—\*Indiana (Highland)

This publication describes the Highland Superintendency Team Assessment Program, an effort to apply the principles of management by objectives to the evaluation of school district administrative personnel. Section 1 presents the basic rationale and goals of the assessment program and explains the concept of "educational leadership by objectives" that underlies the assessment program. Section 2 discusses indicators of administrative effectiveness in eight specific task areas. Section 3 provides a detailed description of the procedures and requirements of the assessment plan, and section 4 presents evaluation reports and forms developed for use in the assessment program. (JG)

ED 112 476

Bell, T. H.

School Improvement Through Developing Leadership Capacity.

Pub Date 31 Jul 75

Note—13p.; Paper presented at the Council of Chief State School Officers' Institute (Laconia, New Hampshire, July 31, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage



**Descriptors**—\*Administrative Personnel, \*Educational Administration, \*Inservice Education, Leadership Responsibility, \*Leadership Training, Management Development, Professional Continuing Education, \*School Improvement, Social Change.

School administrators on all levels are facing new challenges and demands for new skills and capabilities. More and more is being demanded of education as society becomes more and more complex. As more is demanded, the responsive capabilities and leadership sophistication of school administrators become critical factors in meeting the challenge of education in modern America. The school administrator must be accepted as a leader, and he must earn this acceptance through his performance. Very little money is spent to develop leadership for the vast educational enterprise that spends \$108 billion a year and involves three of every ten Americans on a full-time basis. More than \$2 billion a year in federal money is spent on undergraduate grants, loans, and fellowships, but the practicing school administrator has no access to a sabbatical, grant, or fellowship. School administrators should be offered more renewal opportunities—more experiences that will bring new insight and fresh ideas to the school. For it is hard for any organization to exceed the quality of its leadership. (Author/JG)

ED 112 477

EA 007 511

Flygare, Thomas J.

**The Legal Rights of Students. Fastback Series, No. 59.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—50p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of 6, \$18.00 complete set of 66; Quantity discounts; Payment must accompany orders of less than \$5.00).

**Document Not Available from EDRS**

**Descriptors**—Civil Liberties, Corporal Punishment, \*Court Litigation, \*Discipline, Dress Codes, \*Due Process, Educational Discrimination, Elementary Secondary Education, \*Equal Education, Expulsion, Freedom of Speech, Racial Discrimination, Religious Discrimination, Search and Seizure, Sex Discrimination, Student Records, \*Student Rights, Suspension.

This booklet provides an overview of the changes in the area of student rights in recent years. Most of these changes have been mandated by the courts and cover such areas as discrimination, student records, searches, religion in the schools, freedom of speech and assembly, suspension, and expulsion. The author holds that in the future there will be a decline in student rights litigation because teachers and administrators have become and will continue to become more aware of legal principles in the schools. (Author/IRT)

ED 112 478

EA 007 512

Schuchat, Theodor

**Planning the Rest of Your Life. Fastback Series, No. 61.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—25p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of 6, \$18.00 complete set of 66; Quantity discounts; Payment must accompany orders of less than \$5.00).

**Document Not Available from EDRS**

**Descriptors**—Achievement Need, \*Economic Factors, Financial Needs, Older Adults, \*Psychological Needs, \*Retirement, Self Actualization, \*Senior Citizens, Status Need, Vocational Counseling, Volunteers.

This booklet is an introduction to the question of retirement that is addressed specifically to educators. Its four chapters raise the following questions: "Are You Ready to Retire?" "Can You Afford to Retire?" "Where Will You Live?" and "How Will You Spend Your Time?" Each chapter contains a list of recommended readings, and the monograph ends with a list of other sources of information. (IRT)

ED 112 479

EA 007 513

Fantini, Mario D.

**The People and Their Schools: Community Participation. Fastback Series, No. 62.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—37p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six; Quantity discounts; Payment must accompany orders of less than \$5.00).

**Document Not Available from EDRS**

**Descriptors**—Administrator Role, \*Alternative Schools, Collective Bargaining, \*Community Involvement, Educational Accountability, \*Educational Change, Elementary Secondary Education, Parent Participation, \*Political Influences, \*School Community Relationship, Student Participation, Teacher Participation, Teacher Role.

**Identifiers**—\*Illinois (Quincy)

This paper focuses on four participants in the public schools: parents, students, teachers, and administrators. These parties make up the key school community. This discussion highlights the rights and responsibilities of each of these major groups, especially in the curriculum, budget, and personnel areas of educational organization. In order to provide perspective, the discussion begins with the broader relationship of the school to the public community. This broad framework also emphasizes the emerging roles of the four participants as they deal with the dramatic changes that have taken place in society and that impinge on the school. After an extensive discussion of the problems associated with public participation in the schools, the subject changes to the solutions that are possible. Emphasis is placed on educational alternatives that allow the key participants to be involved in the governance of the schools and that allow each parent, each student, and each teacher to choose the type of educational environment to which he or she is attracted. In this way each participant controls his choice; no type of education is imposed on anyone. (Author/IRT)

ED 112 480

EA 007 514

Parker, Franklin

**The Battle of the Books: Kanawha County. Fastback Series, No. 63.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—34p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six; Quantity discounts; Payment must accompany orders of less than \$5.00).

**Document Not Available from EDRS**

**Descriptors**—Advisory Committees, Board of Education Policy, \*Board of Education Role, Civil Disobedience, Community Attitudes, \*Community Characteristics, Elementary Secondary Education, Political Influences, Religious Factors, \*School Community Relationship, Textbook Content, Textbook Evaluation, Textbooks, \*Textbook Selection, \*Textbook Standards.

**Identifiers**—\*West Virginia (Kanawha County)

Divided into three main sections, this monograph about the Kanawha County textbook controversy deals with lessons drawn from that conflict. In answering the question of what happened, the author begins with events that predated any outward signs of dissent, such as the phasing out of the citizen advisory committee on textbook selection, and follows the major events to their conclusion. The section on why it happened focuses on the National Education Association assessment, responses to that assessment, and analyses that appeared in the local papers. The lessons to be learned center on the issue of control of the schools. The author notes that the battle of the books was a battle for man's destiny and that the control of schools is a legally shared responsibility that gives all the people a chance to help shape that destiny. (Author/IRT)

ED 112 481

EA 007 515

Williams, Catharine M.

**The Community as Textbook. Fastback Series, No. 64.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—30p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six; Quantity discounts; Payment must accompany orders of less than \$5.00).

**Document Not Available from EDRS**

**Descriptors**—\*Community Education, \*Community Resources, \*Community Services, Continuous Learning, \*Educational Resources, Elementary Secondary Education, Human Capital, Human Resources, \*Resource Materials.

No matter what its size or location, every community has vast resources potentially useful for teaching and learning. However, these rich resources can become teaching tools only if they are located and analyzed and the resultant information is made accessible to teachers. This book indicates how these resources can be organized and made readily available to all persons in the community. Unlike traditional learning materials, community resources are nonbook in character. This means that learning from them requires the learner to rely heavily on his powers of observation. Therefore, teachers have a responsibility for helping children develop competency in observing as well as literacy in reading. (Author/IRT)

ED 112 482

EA 007 516

Lippitt, Peggy

**Students Teach Students. Fastback Series, No. 65.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—42p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six; Quantity discounts; Payment must accompany orders of less than \$5.00).

**Document Not Available from EDRS**

**Descriptors**—\*Cross Age Teaching, Elementary Secondary Education, Program Descriptions, Summer Programs, Teacher Role, \*Teaching Methods, \*Tutorial Programs, \*Tutoring.

Children teaching other children is not a new idea, but it is an effective way for older children to have a chance to help younger children and to learn effective methods of helping. This booklet describes numerous effective tutoring programs while outlining the origins of cross-age helping programs, pointing out traps to watch for, and noting key elements in an effective program. Emphasis is given to the need for training and supporting the older, tutoring students. Many programs have training programs to help the older students learn (1) how to relate constructively to small children, (2) how to teach specific subjects or skills, and (3) how to use their own creativity to invent games and other learning activities to help those younger. (Author/IRT)

ED 112 483

EA 007 517

Findley, Warren G. Bryan, Miriam M.

**The Pros and Cons of Ability Grouping. Fastback Series, No. 66.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—30p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six; Quantity discounts; Payment must accompany orders of less than \$5.00).

**Document Not Available from EDRS**

**Descriptors**—\*Ability Grouping, Ability Identification, Elementary Secondary Education, \*Equal Education, \*Socioeconomic Influences, \*Socioeconomic Status.

This booklet provides a synthesis of the few existing well-designed studies of ability grouping's status and impact. The body of the report has three main sections: preliminary statements, conclusions, and recommendations. The preliminary statements serve to define ability grouping and

outline the ways in which it is used. The conclusions are presented as numbered statements followed by supporting detail. Read in sequence, these statements form a logical argument or brief in support of the recommendations that follow. The recommendations are also presented in a numbered statement format. It is recommended that most forms of ability grouping not be used. A major reason for the recommendation is the negative effect ability grouping has on children of lower socioeconomic status. Ways in which alternative practices, singly and in combination, may be used to achieve the improved schooling originally sought via ability grouping are included in the conclusions. (Author/IRT)

ED 112 484 EA 007 518

*Stoops, Emery King-Stoops, Joyce*

**Discipline or Disaster? Fastback Series, No. 8.**  
Phi Delta Kappa Educational Foundation,  
Bloomington, Ind.

Pub Date 75

Note—38p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six, Quantity discounts, Payment must accompany orders of less than \$5.00)

**Document Not Available from EDRS**

Descriptors—Behavior Standards, \*Discipline, \*Discipline Policy, \*Discipline Problems, Elementary Secondary Education, \*Guidelines, \*Self Control, Student Behavior, Student Rights

Before discussing discipline policies and practices specifically, the authors survey the basis for discipline, the kinds of discipline, the needs and sources of discipline, and the relationships between parents and students and discipline. The authors point out the need for encouraging self-discipline and make the point that discipline and punishment are not the same thing. The bulk of the booklet discusses and provides examples of discipline policies on the district, building, and classroom levels. The discussion of classroom discipline provides general tips on classroom control, an analysis of problem types and problem situations, and suggestions for establishing classroom standards. (IRT)

ED 112 485 EA 007 519

*Wilhelms, Fred T.*

**What Should the Schools Teach? Fastback Series, No. 13.**

Phi Delta Kappa Educational Foundation,  
Bloomington, Ind.

Pub Date 75

Note—41p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six, Quantity discounts, Payment must accompany orders of less than \$5.00)

**Document Not Available from EDRS**

Descriptors—Career Education, Citizenship, \*Curriculum, \*Curriculum Development, \*Curriculum Evaluation, Elementary Secondary Education, Individual Development, \*Self Actualization

After positing the need for the bedrock of schooling (reading, writing, and computing numbers and quantities), the author examines the content and presentation of the rest of the curriculum. Two guiding principles are used in this examination: (1) surprisingly few particular pieces of knowledge and skill must be mastered by everybody in the same form, and (2) generally, what is truly essential is some big goal and there may be many different ways of reaching that goal. The author is particularly interested in four purposes of the curriculum: offering a career education, enabling students to live with technology, developing effective citizenship, and promoting personal fulfillment. The author considers that much of the knowledge currently a part of the curriculum is deadwood and calls for a return to the old ideal of a liberal education. A liberal education is simply an education that uses organized content, drawn from high in the culture, in the making of a human being. Toward that fulfillment, the greatest essentials are readiness for a fine lifetime career, effectiveness as a citizen, and enrichment of the inner self to its full potential. (Author/IRT)

ED 112 486

*Broadrick, King*

**Parliamentary Procedure: Tool of Leadership. Fastback Series, No. 39.**

Phi Delta Kappa Educational Foundation,  
Bloomington, Ind.

Pub Date 75

Note—42p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six, Quantity discounts, Payment must accompany orders of less than \$5.00)

**Document Not Available from EDRS**

Descriptors—Guidelines, Leadership, \*Leadership Training, \*Parliamentary Procedures

This is not a manual on parliamentary procedure. It is a discussion that posits that parliamentary procedure is not a complicated and esoteric subject of interest and of use only to an enlightened few who have the fortitude to plow through a whole manual on the subject, but that parliamentary procedure is a practical tool of leadership. Three selected topics that are of central importance and that may be used to illustrate methods of analysis and preparation are presented here. The topics and the order of discussion are chosen as generally representative of a natural progression of events in a deliberative assembly. The topics are (1) review of the first principles of parliamentary discussion and deliberation from which are derived the various motions, procedures, and practices; (2) discussion of the preparation of original main motions calling for action by an organization; and (3) review of the conventional motions and procedures and their functional uses in the discussion and approval or disapproval of main motions. (Author/IRT)

ED 112 487

EA 007 522

**Teacher Attendance Improvement Program. A Joint Business-Educator Project.**

Greater Newark Chamber of Commerce, N.J.

Pub Date Aug 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Change Strategies, Educational Administration, Elementary Secondary Education, \*Guidelines, Labor Economics, Management Systems, \*Personnel Policy, Problem Solving, \*Teacher Attendance, \*Teacher Employment

Identifiers—\*Attendance Improvement Plan, New Jersey

This report reviews the experiences of two New Jersey school districts that have initiated Attendance Improvement Plans (AIP) for professional school personnel. It is intended to summarize a 1974 report entitled "Program to Improve Teacher Attendance." The districts that participated in the pilot project were Newark, with approximately 72,000 students, and Ewing Township, with approximately 5,200 students. Each district developed its own policies and procedures for improving staff attendance, based on an analysis of staff absences in the district. During the first two years of AIP implementation, the staff absence rate in Newark dropped from 6.8 percent to 5.5 percent, while the absence rate in Ewing fell from 3.3 percent to 2.2 percent. Some of the steps taken by the two districts are described, and suggestions are offered for superintendents who would like to initiate an AIP in their own district. (JG)

ED 112 488

EA 007 523

*McCleary, Lloyd E. And Others*

**Assessing Competency Needs in Administration.**

Pub Date Aug 75

Note—16p.; Paper presented at the meeting of the NCEA Interest Group on Competency-Based Education for Administration (Bozeman, Montana, August 22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Administrator Attitudes, \*Administrator Role, Data Analysis, Elementary Secondary Education, \*Job Analysis, National Surveys, \*Occupational Surveys, \*Principals, \*Research Methodology, School Administration, Systems Approach

The purpose of this study was to specify and test a methodology for deriving competency statements for the role of principal, using a need assessment technique derived from system theory.

EA 007 520

A national sample of secondary school principals was selected from a group of principals previously identified for their overall excellence in developmental activities. Respondents were asked to rate the importance of each of 39 competency statements that were developed in an earlier job analysis of the principalship. The 39 competencies were then grouped into seven competency areas, and the data were analyzed to calculate the relative importance of each category area as perceived by the respondents. Principal as school climate leader and principal as leader in community relations ranked as the highest of seven areas of competence. Principal and management and principal and student personnel ranked lowest of the seven and were significantly lower (at the .01 level) than the highest two areas. (Author/JG)

ED 112 489

EA 007 524

**Early Graduation. The Practitioner, Vol. 2, No. 1.**  
National Association of Secondary School Principals, Reston, Va.

Pub Date Oct 75

Note—13p.

Available from—Research Department, National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.50, Quantity discounts; Payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrative Policy, Educational Administration, Educational Change, \*Educational Trends, \*Graduate Surveys, \*Graduation Requirements, National Surveys, Secondary Education, Statistical Data, \*Student Attitudes, Student Characteristics

Identifiers—\*Early Graduation

This publication examines the growing trend toward early high school graduation, describes some of the characteristics and attitudes of early graduates, and discusses possible administrative responses to the increasing popularity of early graduation. Much of the discussion is based on the results of a school survey taken during the 1974-75 school year. The survey showed that 53.7 percent of American public high schools currently provide by policy for early graduation, and that the percentage of early graduates rose from 2.2 percent of the class of 1971 to 7.7 percent of the class of 1974. Most early graduates were successful, well-adjusted students who decided to graduate early for a wide variety of reasons. More than two-thirds of early graduates were female, and most graduated one semester ahead of their class. Three years after graduation, only 9 percent of 1972 early graduates felt they would have been better off to graduate with their class. Implications for school administrators of the trend toward early graduation are discussed, and the early graduation policies of seven high schools throughout the United States are described briefly. (JG)

ED 112 490

EA 007 525

*Haggerty, Patrick E.*

**Productivity in Education. Two Addresses.**

Texas Instruments, Inc., Dallas.

Pub Date Jun 74

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Change Strategies, \*Educational Economics, \*Educational Improvement, Educational Research, Educational Technology, Elementary Secondary Education, Individualized Instruction, \*Productivity, School Industry Relationship, \*Student Teacher Ratio

This booklet consists of two papers delivered by Patrick Haggerty, chairman of Texas Instruments, Incorporated, on the general topic of productivity in the American educational system. The first paper, "Education, Work, and Productivity," points out that while productivity per man-hour in the private sector of our economy has been increasing, productivity per man-hour in the educational sector has decreased markedly as educators continue to push for lower student/teacher ratios. The author suggests that this trend can be reversed by utilizing such technological advances as video cassettes and instructional television networks to extend education beyond the classroom and improve educational results while increasing student/teacher ratios. The second paper, "R & D and Productivity in Education," suggests that improved educational productivity can best be achieved by changing from our present teacher-oriented educational

system to a student-oriented system. To achieve this shift will require an expansion of research and development efforts focusing on student-centered education, the author argues. (JG)

**ED 112 491** EA 007 526

*Greenfield, T. Barr*  
**Planning the Use of Educational Resources or the Planner's Dream Is Beautiful, But Oh...Does It Work?**

Pub Date May 75  
Note—24p.; Paper presented at the Conference on Educational Planning of the Calgary Board of Education (Calgary, Ontario, May 5-9, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Change Strategies, \*Conceptual Schemes, \*Educational Administration, Educational Objectives, \*Educational Planning, \*Educational Policy, \*Models, Organizational Theories

The planner's model requires people to be rational in setting educational policies and spending resources to implement those policies. It is assumed that if an organization has difficulty in planning, the fault lies with the people, not with the model. Two images of the school cover the conceptions commonly held by many people. The image of the school as a unit of production rests on a belief that organizations act like people. Alternatively, the school may be seen as a public utility rather than as a factory. This service model of the school accounts for the fact that people develop strongly held normative views about schools and that these views frequently conflict. There are four serious objections to the planning-production model of the school. First, schools are not really organized around educational goals; second, it is very difficult to evaluate schools; third, educational policy is not made according to plan; and fourth, useful means for identifying and measuring educational resources are lacking. To improve educational planning, people must first overcome the rationalist bias in planning and look more closely at moral and experiential bases for planning. Second, people in education must be much more experimental about discovering educational purposes, applying educational resources, and evaluating the consequences of their efforts. (Author/JG)

**ED 112 492** 95 EA 007 527

*Kliment, Stephen A.*  
**Into the Mainstream. A Syllabus for a Barrier-Free Environment.**

American Inst. of Architects, Washington, D.C.  
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Jun 75  
Note—51p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Annotated Bibliographies,

\*Architectural Barriers, Building Design, \*Building Improvement, Civil Rights, Environmental Influences, \*Facility Guidelines, \*Facility Requirements, Federal Legislation, Performance Specifications, Physical Environment, \*Physically Handicapped, Standards

This syllabus contains practical information necessary to plan a barrier-free environment. The first chapter provides an account of what has happened in the past generation to make buildings and spaces accessible to handicapped persons and reviews the most recent laws, codes, and standards that prescribe the accessibility of buildings. The second chapter describes the basic physical and procedural barrier conditions that the handicapped face. The third chapter contains solutions to the removal of barriers, including drawings illustrating some of the most common conditions. It also contains techniques for organizing community barrier-free action groups and methods for evaluating compliance with applicable laws and regulations. The fourth and final chapter offers supplementary sources of information: annotated published sources, a sample questionnaire for use in evaluating accessibility of buildings, and a listing of public and voluntary agencies whose staffs can help in more detail with guidance in particular areas. (Author/MLF)

**ED 112 493** EA 007 528

*Bailey, John E., III*  
**Assessing the Economic Impact of Educational Innovation.**

Pub Date 7 Feb 75  
Note—35p.; Best copy available  
**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Educational Administration, Educational Change, \*Educational Innovation, Elementary Secondary Education, \*Management Systems, \*Models, \*Program Budgeting, Program Costs, Systems Analysis

Identifiers—\*Nova Complex Schools

This paper demonstrates a process for investigating the economic and budgeting impact of educational innovations on the educational systems where they are introduced, based on the assumption that the money to finance educational innovations will have to be shifted from existing programs or other innovations. To illustrate the use of his analytical procedure, the author examines two separate models of educational innovations. Model A represents an attempt to introduce one major organizational change into a school, while Model B illustrates an attempt to implement a number of changes simultaneously. (JG)

**ED 112 494** EA 007 529

*Freeman, Thomas J.*

**Affirmative Action.**

Pub Date 75

Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Affirmative Action, \*Civil Rights, \*Employment Practices, \*Equal Opportunities (Jobs), Equal Protection, Federal Government, \*Federal Legislation, Higher Education, Legal Responsibility

This paper presents a concise history of the concept of affirmative action, tracing its evolution through various presidential executive orders and federal legislation. Also included is a definition of affirmative action and a brief discussion of its implications for colleges and universities. (JG)

**ED 112 495** EA 007 530

*Rogers, Vincent R., Ed. Church, Bud, Ed.*

**Open Education: Critique and Assessment.**

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 75

Note—117p.

Available from—Association for Supervision and Curriculum Development, 1701 K Street, N.W., Suite 1100, Washington, D.C. 20006 (Stock No. 611-75054, \$4.75)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Alternative Schools, \*Case Studies (Education), Educational Innovation, Educational Strategies, Elementary Education, Humanistic Education, \*Individualized Instruction, \*Open Education, School Organization

This publication is a collection of eight articles concerned with the open education movement in the United States. The articles include "The Concept of Openness: An Introduction," by Vincent Rogers and Bud Church; "Open Education and American Values: A Tentative Exploration," by Bud Church; "A British View of Open Education in the U.S.," by Victor Atkins; "Opening Up and Making It Work: A Case Study," by Bud Church; "Open with Care: A Case Study," by Roland Barth; "Teachers and Principals Speak"; "What Does Research Say About Open Education?" by Lyn S. Martin; and "Open Education in the U.S.: Where Have We Been and Where Are We Going?" by Vincent Rogers. (JG)

**ED 112 496** EA 007 531

*Niedecken, Ben, Jr.*

**Student Records -- Open or Confidential.**

Pub Date 22 Feb 75

Note—20p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Administrator Guides, \*Confidential Records, Definitions, Educational Administration, Educational Legislation, Elementary Secondary Education, \*Federal Legislation, Legal Responsibility, Post Secondary Education, \*School Law, \*Student Records  
Identifiers—\*Family Education Rights and Privacy Act of 1974

This paper provides a detailed discussion of the Family Education Rights and Privacy Act of 1974 and how its various requirements affect educational administrators and other school personnel. With the exception of enforcement provisions, the author examines each of the major areas covered by the act, including access to records, challenges to the content of records, release of

records, and notification of parents and students of their rights under the act. In addition, the author devotes considerable space to defining and explaining a number of terms and concepts that are crucial to the proper understanding and administration of the act. (JG)

**ED 112 497** EA 007 532

**National Comparison Local School Costs for the 1974-75 School Year. First Edition.**

Macmillan Professional Magazines, Inc., Greenwich, Conn.; Market Data Retrieval, Westport, Conn.

Pub Date 75

Note—121p.; Second Printing

Available from—Market Data Retrieval, 800 Boston Post Road, Westport, Connecticut 06880 (\$37.50)

**Document Not Available from EDRS**

Descriptors—\*Costs, \*Educational Finance, Elementary Secondary Education, \*Expenditure Per Student, National Surveys, Operating Expenses, \*School District Spending, Statistical Data, \*Tables (Data)

This publication presents detailed 1974-75 statistical data on the expenditures of local school districts throughout the United States. The reported figures reflect only actual spending by local school districts; state spending for textbooks and other local, state, or federal funds that are not funneled through individual school districts have been excluded. Extensive data tables present average per-pupil costs for a variety of specific budget categories. Costs for each category are expressed both as a percentage of total costs and in terms of average dollars per pupil. Data are presented separately for each state and the District of Columbia, and for each of the ten administrative regions of the Office of Education. In addition, national data are presented for each of seven school district enrollment categories and on a region-by-region basis for the same seven enrollment categories. (JG)

**ED 112 498** EA 007 533

*Gauthier, William J., Jr.*

**The Relationship of Organizational Structure, Leader Behavior of the Principal and Personality Orientation of the Principal to School Management Climate.**

Pub Date Apr 75

Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Educational Innovation, Educational Research, Elementary Education, \*Leadership Styles, \*Organizational Effectiveness, Personality Assessment, \*Principals, \*School Organization, Systems Approach

Identifiers—Connecticut, IGE, Individually Guided Instruction

At the present time, over 2,000 elementary schools in this country have adopted a model known as Individually Guided Education (IGE). This research carried out in 59 elementary schools in Connecticut disputed the claim of IGE advocates that the organizational component of the IGE model known as Multi Unit School (MUS) offers a more facilitative environment than do other administrative arrangements. Furthermore, it revealed a diminished leadership role on the part of the principal and an apparent lack of assumption of leadership functions by other staff members. (Author)

**ED 112 499** EA 007 534

**A Program to Improve Teacher Attendance.**

Greater Newark Chamber of Commerce, N.J.

Pub Date Jul 74

Note—236p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—\*Attendance Records, Elementary Secondary Education, Fringe Benefits, \*Leave of Absence, \*Personnel Policy, State Boards of Education, Substitute Teachers, Tables (Data), \*Teacher Administrator Relationship, \*Teacher Attendance, Teacher Discipline, Teacher Motivation, Teacher Welfare, Teaching Conditions

This report details the work done in two New Jersey school districts to reduce the frequency and magnitude of professional illness absence. It deals with the circumstances of this improvement as well as with the philosophy and the new methods and procedures adopted and followed.



The history of the state sick leave policy is traced from 1895 to the present. The problem of absenteeism is presented in terms of policy implementation, in relation to ways absence is measured, and in respect to recent studies on the subject. Experiences of private business and industry in improving attendance are cited as models for school administrators. The school principal is seen as the single necessary person who must be involved in the development, implementation, and evaluation of the effectiveness of any attendance improvement plan. Various management activities are suggested. The data section of the report contains a set of narrative-charts illustrating the absenteeism rate of New Jersey teachers and that from selected studies of private sector employees. (Author/MLF)

ED 112 500 EA 007 535

Husen, Torsten

Multi-National Evaluation of School Systems. IIEP Occasional Papers No. 37.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—Occas-Pap-27

Pub Date Jan 75

Note—24p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$1.00, distribution charges)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Achievement, Developing Nations, Educational Assessment, Elementary Secondary Education, Evaluation Criteria, \*Evaluation Needs, \*International Programs, National Surveys, \*School Surveys, Statistical Data, \*Tables (Data)  
Identifiers—IEA

This paper highlights some of the main conclusions from the Six Subject Survey of education in 19 countries conducted by the International Association for the Evaluation of Educational Achievements. Beside presenting some findings of the survey, the author reviews the aims of conducting such multinational comparisons and discusses the future of evaluating national systems of education, with particular reference to the needs of developing countries. (Author/JG)

ED 112 501 EA 007 536

Ghaussi, Mohammad Aref

Criteria for Appraising Educational Planning in Underdeveloped Countries (With Examples from the Experience of Afghanistan). IIEP Occasional Papers No. 1.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—Occas-Pap-1

Pub Date May 68

Note—67p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$1.00, distribution charges)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Developing Nations, Educational Administration, Educational Coordination, \*Educational Planning, Elementary Secondary Education, \*Evaluation Criteria, Evaluation Methods, Management Systems, \*Program Evaluation, \*Program Planning, School Statistics

Identifiers—Afghanistan

This paper discusses some of the factors affecting educational planning in underdeveloped countries and attempts to identify and formulate evaluation criteria suitable for appraising educational planning in such countries. Although the analytical framework proposed is applicable to any country, it is designed specifically for use where lack of data and shortage of qualified planners make it impossible to apply sophisticated mathematical models that demand the analysis of detailed statistics. To illustrate the discussion, the author makes frequent use of examples drawn from his experience with the use of educational planning for the first and second levels of education in Afghanistan. (JG)

ED 112 502 EA 007 537

Grassie, McCrae C.

Participatory Planning in Education. IIEP Occasional Papers No. 36.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—Occas-Pap-36

Pub Date Oct 74

Note—32p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$1.00, distribution charges)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrator Role, \*Cooperative Planning, Decision Making, \*Educational Administration, \*Educational Planning, Educational Policy, Models, Participant Involvement, \*Policy Formation

This paper examines the separation of planning activities from administration and analyzes the interrelationships between planning and policy-making within the educational enterprise. The paper investigates in some detail the relationships between organizational levels and the stages of planning and shows where consensus is required in the planning process and where consultation and participation are appropriate. The paper puts forward some suggestions as to why consultation and participation are not more characteristic in the work of planners, and proposes a model structure for educational policy, administration, and planning. (Author)

ED 112 503 EA 007 538

McCabe, James

Some Administrative Aspects of Educational Planning. IIEP Occasional Papers No. 38.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—Occas-Pap-38

Pub Date Jan 75

Note—58p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$1.00, distribution charges)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Organization, Administrator Role, Definitions, \*Educational Administration, \*Educational Objectives, \*Educational Planning, \*Management Information Systems, \*Program Evaluation, Program Planning, School Administration

This paper presents a general overview of the educational administration process from both the theoretical and practical viewpoints. The discussion is organized into five major sections that focus in turn on development of an information system, definition of objectives, preparation of an educational plan, implementation of the plan, and evaluation. (JG)

ED 112 504 EA 007 539

Evaluation of Educational Systems. Contributions to a Seminar (IIEP, Paris, France, May 29-June 2, 1972).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date Oct 72

Note—155p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$2.50, distribution charges)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Conference Reports, Educational Objectives, \*Educational Planning, \*Evaluation Criteria, Evaluation Needs, Management Systems, Program Evaluation, \*Symposia

This publication contains a report describing a May 1972 seminar sponsored by the International Institute for Educational Planning to discuss current approaches to educational evaluation. In addition, the following 11 papers presented at the conference are included in their entirety: "Possible Criteria for Evaluating Education Policies," by R. Poignant; "Towards the Design of Strategies for Evaluating Development Assistance," by A.R. MacKinnon; "A Systematic Approach to Goal Analysis and Evaluation of Socioeconomic Effects," by G. Dahlgren; "The Role of Sector Strategy and Sector Analysis in the Planning of Swedish International Development Assistance," by L.O. Edstrom; "An Approach to External Evaluation of Training," by I. Ahman; "Guidelines for I.B.R.D.'s Education Sector Reviews and Education Pre-investment Study

Programs," by M. Hultin and C. van Dijk; "Swedish Criteria for Program and Project Support," by the Swedish International Development Authority; "Problems of Evaluation of University Development Co-operation Projects," by A. Kater and L.F.B. Dubbeldam; "The Esfahan Work-Oriented Adult Literacy Pilot Project," by J. Ryan; "Planning and Introducing the Evaluation of the Educational Television Service in the Ivory Coast," by J.C. Pauvert; and "Statistical Research on Internal Efficiency of School Systems," by G. Carceles. (JG)

ED 112 505 EA 007 540

Poignant, Raymond

Educational Development in Developing Countries

During the First UN Development Decade: A Critical Evaluation of International Aid to Education. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 52.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-52-70

Pub Date May 70

Note—21p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Developing Nations, Educational Coordination, \*Educational Development, \*Educational Economics, Educational Objectives, Educational Planning, Foreign Relations, \*International Organizations, \*International Programs, Statistical Data

In recent years there has been an unprecedented development of educational systems in developing countries. However, analysis of educational and training systems in developing countries shows serious inadequacies, imbalances, and inadaptations. Thus, the remarkable quantitative expansion of educational systems has not been a satisfactory solution to the problems that face developing countries. According to data published by the Development Aid Committee (DAC) of the Organization for Economic Cooperation and Development, total net public and private assistance in 1968 for all DAC countries was 0.77 percent of gross national product. Altogether, assistance accounts for about 8 percent of total educational expenditures in developing countries. Obviously, any serious study of educational policies can be worthwhile only if it is based on a preliminary study of the objectives and means of promoting economic and social development. If UNESCO could take full responsibility for the technical tasks within its competence in the elaboration of educational development policies, it would help coordinate and give direction to the action of all donor countries. (Author/JG)

ED 112 506 EA 007 541

Carron, Gabriel

The Social Background of Pupils and Inequality in Educational Opportunity. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 62.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-62-74

Pub Date Sep 74

Note—30p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Achievement, Educational Equality, \*Educational Research, Elementary Secondary Education, \*Equal Education, \*Models, Social Factors, \*Socioeconomic Background, Statistical Data

Identifiers—France

This paper attempts primarily to establish the guidelines of a reference framework for studying educational inequality as it relates to ethnic, religious, and socioeconomic divisions within society. In his analysis, the author focuses mainly on inequality between different socio-occupational categories. The discussion is organized in two major sections. Section 1 is a study of the mechanism of inequality, based mainly on French statistical data, and section 2 is an analysis of ex-

planatory factors that create and maintain educational inequalities. Because the analysis model is based mainly on research in western countries, it is pointed out that the model may be of limited value in studying educational inequality in other societies with different social systems. (JG)

**ED 112 507** EA 007 542

Glasser, Ralph

**Training for Management (An Outline of Requirements). The Fundamentals of Educational Planning: Lecture-Discussion Series No. 53.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-53-70

Pub Date May 70

Note—16p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrative Principles, Administrator Education, \*Administrator Role, Cost Effectiveness, Decision Making, \*Educational Administration, \*Educational Planning, Management by Objectives, \*Management Education

Management is concerned with the conception and choice of goals. A manager must first determine his own goals within the framework of overriding organizational objectives and limitations. Second, a manager must determine what methods he will use to achieve his goals—on the basis of cost-benefit comparisons. Third, the manager must design his specific management plan, which must include a monitoring system that permits him to observe and respond to any deviations from the original plan. Educational preparation is a critical factor in the development of effective managers. First, managers must develop analytical ability and learn to treat knowledge and perceptions in a problem-oriented fashion. Second, managers must learn to interpret ideas creatively. Third, managers must have the ability to lead and motivate people. Fourth, managers must be able to understand and organize information flow. Fifth, managers must understand how to delegate. Educational management is often hindered by political considerations and other noneducational factors. Also, in the operational area of education, it is extremely difficult to measure cost effectiveness. However, the lessons of business administration and factory management are still largely applicable to educational management. (Author/JG)

**ED 112 508** EA 007 543

Wheeler, A. C. R.

**Essential Economic Concepts for Educational Planning. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 40.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-40-69

Pub Date 69

Note—21p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Economics, \*Educational Administration, \*Educational Economics, \*Educational Planning, \*Fundamental Concepts, Human Capital, Investment, Productivity

This paper consists of three related lectures dealing with the application of basic economic concepts and theory to educational planning. In the first lecture, the author describes the fundamental principles involved in the study of economics and shows that educational planning is basically a process for making certain economic choices. The second lecture examines the economic concepts of savings, investment, consumption, and production, and then discusses their application to educational planning. The third lecture discusses the economic concepts of capital in general and human capital in particular and considers three possible approaches to studying returns to capital formation in education. (Author/JG)

**ED 112 509**

Parkyn, G. W.

**Adapting the Curriculum and the Teaching-Learning Process to the Changing World. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 36.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-36-69

Pub Date 69

Note—11p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrator Role, \*Change Strategies, Curriculum Development, Educational Administration, \*Educational Change, \*Educational Improvement, Educational Planning, Elementary Secondary Education, Research and Development Centers, Teacher Administrator Relationship, \*Teacher Role

The crucial problem for educational administrators concerned with improving the quality of education is how to build into their systems the capacity to change. Four major factors are necessary for an education system to remain sensitive and adaptable to change: a proper understanding of their own role by administrators, availability of well qualified teachers, encouragement of flexibility in teachers and schools, and provision of change-making research institutions. The administrator's role is to organize a system that enables educators to do their work effectively. The essential step toward divesting administrators of technically educative functions is improvement of the quality of teachers. When teachers are well educated and have access to continued professional training, administrators are able to encourage local initiative and autonomy. The role of administrators then is to set up innovative machinery or change-making institutions. The simplest such institutions are committees of teachers and advisers; however these groups are rarely able to generate really new ideas, techniques, or methods. For that, more formal, specialized research and development institutions must be set up. (Author/JG)

**ED 112 510**

Poignant, Raymond

**The Structure of General Secondary Education in Industrialized Countries. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 26.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-26-68

Pub Date Apr 68

Note—19p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Comparative Education, Developed Nations, \*Educational Change, \*Educational History, \*Educational Planning, Educational Sociology, Elementary Secondary Education, Equal Education, Social Status

Identifiers—Europe (West), United States, USSR  
The structures of primary and secondary general education in a number of industrialized countries are compared to show that there are all possible combinations of educational "systems" that are, in most cases, the outcome of a remote historical legacy. This legacy, regardless of its merits, should not be considered as inviolate, but rather should be subjected to new thinking time and time again, to allow for new factors (political, social, economic, cultural, scientific, and so forth) conducive to its evolution. The countries under consideration are the six member countries of the European Economic Community and the United States, Great Britain, and the U.S.S.R. The organizational structures of vocational and technical "secondary" education are not considered. The problems of reforming the structures of secondary education are not abstract: the difficulty does not lie in conceiving a system considered as ideal, but in conceiving transitional systems, concrete ways of changing over from the present parallel stream system to the reformed

EA 007 544

system, and in accepting the difficulties arising from this transition. (Author/IRT)

**ED 112 511**

Wheeler, A. C. R.

**Administrative Factors in Educational Planning. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 23.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-23-67

Pub Date 67

Note—19p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Comparative Education, \*Educational Administration, \*Educational Planning, Elementary Secondary Education, Evaluation, \*Organizational Theories, Political Influences, Public Opinion

Planning is a complex activity that varies a great deal from country to country depending on such variables as the administrative structure of the country. The complexity of the task is increased because the five planning activities—issuing directives for planning, preparing plans, approving plans, implementing plans, and evaluating and revising plans—overlap each other. Educational planning poses specific administrative problems in three areas—determining the location of a planning agency in a governmental structure, sorting out the relationship between politics and administration, and resolving the issue of involving public opinion in planning. (Author/IRT)

**ED 112 512**

Lyons, Raymond F.

**Integrating Education with Economic Needs in Developing Countries. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 21.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-21-67

Pub Date Apr 74

Note—17p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Developing Nations, \*Economic Development, Economic Factors, Educational Benefits, \*Educational Economics, \*Educational Planning, Elementary Secondary Education, Fiscal Capacity, Higher Education, Nonformal Education, \*Resource Allocations

It is fundamental in planning to see why and how expenditures on education should be limited and related to other priorities as part of economic and social planning. Integration of education with economic needs involves three elements. First, the identification of the general limits on educational expansion in the economic development planning context. Second, consideration of some of the requirements for economic development. Third, the application of the principle of selection of priorities to the educational system itself as part of economic and social planning. In order that the limited resources available to education should be well spent in relation to economic development, educational planning should consider (1) the integration of primary education with adequate measures for postprimary training as part of rural development; (2) the change and expansion of secondary and higher education in relation to future employment possibilities; (3) the creation of a mass approach to nonformal education whereby those who are working are also learning; (4) the territorial location of educational effort so as to contribute most to other types of development planning; and (5) the unit costs and the efficiency of the educational system. (Author/IRT)

**ED 112 513**

Lyons, Raymond F.

**Planning Education from the Standpoint of Manpower Needs. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 20.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

EA 007 553

Report No.—IIEP-TM-20-67

Pub Date 67

Note—24p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Developing Nations, \*Economic Factors, Educational Economics, \*Educational Planning, Elementary Secondary Education, Employment Projections, Futures (of Society), Higher Education, Labor Economics, Labor Force, \*Manpower Development, \*Manpower Needs, Nonformal Education, \*Prediction

Because projections of manpower requirements can be an important factor in educational planning, it is important that the planner understand how they are undertaken and be able to participate in them, particularly in discussing matters of direct relevance to education. This lecture provides an introduction to the principles and the problems involved in manpower projections for educational planning. It considers (1) analysis of the existing situation of education and employment in order to prepare the basis for an educational plan that takes account of employment requirements and possibilities; (2) the main practices and principles involved in preparing a perspective plan for education in the light of manpower needs; and (3) some objections to the manpower approach to educational planning. (Author/IRT)

ED 112 514 EA 007 557

Lyons, Raymond, Ed. Poignant, Raymond, Ed. Educational Development in Africa: I -- The Planning Process. IIEP African Studies Series.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-69-I.1-A

Pub Date 69

Note—296p.; For related documents, see EA 007 558, 559

Available from—Unipub Inc., P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$7.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrative Organization, \*Case Studies (Education), \*Developing Nations, \*Educational Development, Educational Objectives, \*Educational Planning, Educational Research, Government Role, School Statistics, Tables (Data)

Identifiers—Nigeria, Tanzania, Uganda

This book contains four monographs based on research conducted in a number of African countries between 1965 and 1967 in an attempt to illuminate some of the problems confronting educational planners in developing countries. The book is one of three related volumes of case studies on educational planning in the English-speaking countries of Uganda, Tanzania, and Nigeria. Each volume consists of several previously published monographs, which have been collected in book form to facilitate comparison of the approaches taken in different countries to common problems. This volume contains studies on the process of educational planning in Uganda, Tanzania, and Nigeria. Included are the following monographs: "Educational Planning and Development in Uganda," by J. D. Chesswas; "The Process of Educational Planning in Tanzania," by A. C. Mwingira and Simon Pratt; "The Planning of Primary Education in Northern Nigeria," by J. F. Thornley; and "The Organization of Educational Planning in Nigeria," by A. C. R. Wheeler. (Author/JG)

ED 112 515 EA 007 558

Lyons, Raymond, Ed. Poignant, Raymond, Ed. Educational Development in Africa: II -- Costing and Financing. IIEP African Studies Series.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-69-I.2-A

Pub Date 69

Note—296p.; For related documents, see EA 007 557 and 559

Available from—Unipub Inc., P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$7.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Case Studies (Education), \*Developing Nations, Educational Administration, Educational Development, Educational Economics, \*Educational Finance, \*Expenditures, Financial Support, Government Role, \*Tables (Data)

Identifiers—Nigeria, Tanzania

This book contains three monographs based on research conducted in a number of African countries between 1965 and 1967 in an attempt to illuminate some of the problems confronting educational planners in developing countries. This book is one of three related volumes of case studies on educational planning in the English-speaking countries of Uganda, Tanzania, and Nigeria. Each volume consists of several previously published monographs, which have been collected in book form to facilitate comparison of the approaches taken in different countries to common problems. This volume contains studies from Nigeria and Tanzania on the costing and financing of educational development. Included are the following monographs: "The Costing and Financing of Educational Development in Tanzania," by J. B. Knight; "Financing of Education in Nigeria," by A. Callaway and A. Musone; and "The Integration of External Assistance with Educational Planning in Nigeria," by L. Cerych. (Author/JG)

ED 112 516 EA 007 559

Lyons, Raymond, Ed. Poignant, Raymond, Ed. Educational Development in Africa: III -- Integration and Administration. IIEP African Studies Series.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-69-I.3-A

Pub Date 69

Note—172p.; For related documents, see EA 007 557, 558

Available from—Unipub Inc., P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$7.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Case Studies (Education), \*Developing Nations, Economic Development, Educational Administration, Educational Development, \*Educational Economics, \*Educational Planning, \*Manpower Development, Nonformal Education, Tables (Data)

Identifiers—Africa (East), Tanzania

This book contains four monographs based on research conducted in a number of African countries between 1965 and 1967 in an attempt to illuminate some of the problems confronting educational planners in developing countries. The book is one of three related volumes of case studies on educational planning in the English-speaking countries of Uganda, Tanzania, and Nigeria. Each volume consists of several previously published monographs, which have been collected in book form to facilitate comparison of the approaches taken in different countries to common problems. This volume contains studies on the integration of educational development in Tanzania and East Africa. Included are the following monographs: "Integration of Educational and Economic Planning in Tanzania," by George Skorov; "Manpower, Employment and Education in the Rural Economy of Tanzania," by Guy Hunter; "Planning Nonformal Education in Tanzania," by Jane King; and "The Legal Framework of Educational Planning and Administration in East Africa," by J. Roger Carter. (Author/JG)

ED 112 517 EA 007 561

Kiesling, Herbert J. Educational Productivity: Public Concern and Legislative Response.

National Conference of State Legislatures, Washington, D.C.

Pub Date Jun 75

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Bibliographies, Educational Change, \*Educational Improvement, \*Educational Policy, \*Educational Research, Elementary Secondary Education, \*Literature Reviews, \*Productivity, Research Methodology, School Organization, Student Characteristics, Teacher Characteristics

This booklet offers a summary of research literature on educational productivity, as well as interpretive comments by the author on the im-

plications of such research for restructuring educational programs at the elementary and secondary levels. The booklet is organized in three sections. Part 1 describes the principal methods and techniques used in school productivity research and discusses the strengths and shortcomings of each. Part 2 describes the findings of school productivity research, focusing especially on the impact of teacher characteristics, educational practices, school service organization, and pupil characteristics. Part 3 discusses the implications of what we know about school productivity for future public policy. (Author/JG)

ED 112 518 EA 007 562

Green, Peter

Four Fabric Structures. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Jul 75

Note—54p.; Photographs may reproduce poorly Available from—EFL, 850 Third Avenue, New York, New York 10022 (\$3.00, prepaid)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Air Structures, Building Design, \*Building Innovation, \*Building Materials, Construction Costs, Cost Effectiveness, Elementary Secondary Education, \*Encapsulated Facilities, Field Houses, Higher Education, \*Hybrid Air Structures, Physical Education Facilities, Recreational Facilities

Photographs and descriptions of four projects using fabric to enclose large spaces are published so that administrators and designers looking for ways to build recreational facilities can consider these innovative shelters. Three of the four examples in this publication are air-supported structures: University of Santa Clara, Charles Wright Academy, and Milligan College. The other type of fabric roof, at La Verne College, is held up from a mast in a similar fashion to a circus tent. Four more large structures under construction or on the drawing boards are briefly described. Technological information and costs are provided. (Author/MLF)

ED 112 519 EA 007 563

Wong, S. Godwin

A Computerized Three-Dimensional Program Budget and Its Implementation at Cambridge School Department.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date Jun 75

Note—145p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Bibliographies, Budgeting, \*Educational Administration, Elementary Secondary Education, Glossaries, \*Management Systems, \*Program Budgeting, \*Program Design, Records (Forms), Systems Development

Identifiers—Massachusetts (Cambridge), \*Planning Programming Budgeting Systems, PPBS

This report describes the APL (Accountable unit, Program, and line item) budget system, a computerized three-dimensional program budget system that has been implemented in the Cambridge (Massachusetts) School Department. Various chapters discuss the differences between traditional budgeting and program budgeting, present an overview of the APL system, describe the implementation of the APL system in the Cambridge School Department, and provide an indepth analysis of the APL system and some of the difficulties encountered during its implementation at Cambridge. A glossary of important terms and sample budget forms and output budget reports for the APL system are included in the appendix. (JG)

ED 112 520 EA 007 565

Developing School Drug Policy: A Guide for Administrators.

Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date [75]

Note—47p.; Not available in hard copy due to paper color of original document

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Administrators, Guides, Administrator Role, Confidentiality, Discipline, \*Drug Abuse, Due Process, Educational Policy, Elementary Secondary Education, Expulsion, Police School Relationship, \*Policy Formation, \*Principals, Rehabilitation, \*School Policy, Search and Seizure, Student Records, Student Rights, Suspension



**Identifiers—Maine Drug Education Program**

This administrator's guide is intended to aid local school administrators who formulate policies and procedures for dealing with drug-involved students. The guide suggests alternatives for those engaged in such policy-making rather than mandating a single course of action for all school districts. The guide is not intended to limit a community's prerogative to determine its own rules and regulations under existing state and federal law. Drug policies should be flexible and possess a high degree of individual application, as simplified, rigid, and general policies are frequently unworkable. Any action designed to help students meet and cope with their problems must steer a course between two concerns: what is best for the individual and what is most desirable for the total school population. In the sections on individual topics—the role of school personnel with respect to confidentiality, pupil records, the school's relationship with the police, student rights, procedures regarding suspension and expulsion, and procedures regarding readmission—an attempt is made to state the issue clearly, to refer to pertinent law, to suggest possible approaches to policy, and to explain, where necessary, the reasons for the approaches taken. A sample school policy is appended. (Author/IRT)

ED 112 521 EA 007 566

Andrews, Richard L. And Others

**The Environmental Impact of School Closures.**

Pub Date 23 Aug 74

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Educational Facilities, Educational Finance, \*Educational Planning, Elementary Education, \*Enrollment Trends, \*Facility Planning, Literature Reviews, \*School Closing, \*School Size

Officials representing 60 school districts contributed information to this assessment of the experiences of school districts that have closed elementary schools in the past few years. The data collected were examined and assessed according to five major topics: (1) criteria used for school closure decisions, (2) optimum elementary school size and methods of determining building capacity, (3) amount of cost savings resulting from closure of elementary schools, (4) disposition of buildings that had been closed, and (5) impact of elementary school closures on surrounding neighborhoods. The three criteria cited most often as reasons for closing schools were declining enrollments, age of building, and desegregation efforts. Closure is a simple solution to the problem of excess space, but it is also a source of other problems, problems far more intricate and complex and much more difficult and costly to solve. Once an elementary school is closed, the environmental forces of out-migration, population decline, and neighborhood deterioration are set in motion. Numerous charts and a review of the literature on optimum school size are included. (Author/IRT)

ED 112 522 EA 007 577  
**Education in Transition. A Capsule Review 1960 to 1975.**

Canadian Education Association, Toronto (Ontario).

Pub Date 75

Note—48p.

Available from—Canadian Education Association, 252 Bloor Street West, 8th Floor, Toronto, Ontario M5S 1V5 Canada (\$2.00, Payment must accompany orders)

**Document Not Available from EDRS**

Descriptors—Citizen Participation, \*Educational Change, Educational Finance, \*Educational History, \*Educational Objectives, Educational Research, Equal Education, Nationalism, Public Opinion, \*Social Change, Social Values, Status, Teachers

Identifiers—\*Canada

This booklet takes a brief, factual look at the change in Canadian education over the past 15 years and identifies some social changes that seemed to have an influence on education. Changes in public involvement in education, curriculum, status of teachers, financing, and the federal government's growth in financial assistance to education are described. Highlights are cited from provincial reports of committees, commissions, task forces, and surveys that have discussed the aims and objectives of education. (Author/MLF)

ED 112 523

Bronzan, Robert T.

**New Concepts in Planning and Funding Athletic, Physical Education, and Recreational Facilities.**

Pub Date 74

Note—247p.

Available from—Phoenix Intermedia, Inc., 292 Cherokee Avenue, St. Paul, Minnesota 55107 (\$9.95 plus postage)

**Document Not Available from EDRS**

Descriptors—Educational Specifications, \*Facility Guidelines, \*Facility Planning, \*Facility Requirements, Feminism, Financial Support, Futures (of Society), Higher Education, Leisure Time, Master Plans, Performance Specifications, \*Physical Education Facilities, Recreational Activities, \*Recreational Facilities, Secondary Education, Student Needs

The major purpose of this book is to provide information needed to plan, design, equip, and finance a sports-related facility. Planning and financing are discussed and guidelines offered for securing and compiling data for analysis in justifying new facilities. Other chapters discuss determining facility needs and eventual plans, selection of the architect, program objectives, and the interrelationships of philosophies, policies, programs, and facilities. Checklists and specifications cover the principles and concepts of planning (1) indoor facilities, (2) a sports arena and special events center, and (3) outdoor activity areas. Criteria are offered for the visual, thermal, atmospheric, and sonic environment, and information is provided about synthetic surfacing materials. Several examples of the use of modern technology to meet current facility needs are selected to demonstrate versatility in design concepts and functional uses. Appendixes contain checklists for planning indoor facilities, natatoriums, stadiums, and highlights of specifications for making facilities accessible for the physically handicapped. An index is also included. (MLF)

ED 112 524

Nicholls, Audrey Nicholls, S. Howard

**Developing a Curriculum: A Practical Guide. Unwin Education Books: 12.**

Pub Date 72

Note—116p.

Available from—International Publications Service, Collings, Inc., 114 East 32nd Street, New York, New York 10016 (\$12.50)

**Document Not Available from EDRS**

Descriptors—\*Curriculum Design, \*Curriculum Development, \*Curriculum Evaluation, \*Curriculum Planning, \*Educational Objectives, Elementary Secondary Education

The term curriculum development is a fairly new one in the educational language, though it is being used with increasing frequency. The purpose of this book is to explain what is meant by curriculum development and what is involved in curriculum planning. It outlines the relationship among the various elements in the curriculum and explains the factors that influence this relationship. Its purpose is not to suggest to teachers either what or how they should be teaching their pupils. This book, hopefully, will help teachers to establish a logical process enabling them to build a curriculum that, at any given time, is the best one they can provide for their pupils. It will also indicate the factors that influence the curriculum and, therefore, need to be taken into account. The chapters focus on situational analysis as well as on the four major stages of the curriculum development process: selection of objectives, selection and organization of content, selection and organization of learning experiences (methods), and evaluation. (Author/IRT)

ED 112 525

Benjamin, Joe

**Grounds for Play. An Extension of "In Search of Adventure."**

Pub Date 74

Note—101p.

Available from—International Publications Service, Collings, Inc., 114 East 32nd Street, New York, New York 10016 (\$5.00)

**Document Not Available from EDRS**

Descriptors—Building Materials, Case Studies, Child Development, \*Childhood Needs, Children's Games, Community Attitudes, Found Spaces, \*Play, \*Playground Activities, \*Playgrounds, Space Utilization, Supervision, Toys

Identifiers—\*Adventure Playgrounds, England

EA 007 578

A report on adventure or "junk" playgrounds—areas that provide opportunities for children to build, dig, and play with materials under their own direction—begins with brief sections on the establishment of the original playground in Copenhagen, and the first American experiment, in Minneapolis, in 1950. The main body of the report is concerned with the first four major pioneer projects centered in Liverpool, London, Bristol, and Grimsby. Material is drawn from official reports and publications, newspaper and magazine articles, minute books, personal discussions, and files of the author's work with adventure playgrounds. It details the goals and approaches used; the problems arising from the inevitable untidiness of the playgrounds; and the difficulties of leaders expected to understand, supervise, and provide for the varying needs of all types and ages of children. The final two chapters discuss the language of play and playleadership in respect to role, training, and career structures. A bibliography and list of information and resource centers conclude the report. (Author/MLF)

ED 112 526

Brubaker, Dale L. Nelson, Roland H., Jr.

**Creative Survival in Educational Bureaucracies.**

Pub Date 74

Note—205p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$9.75, Quantity discounts)

**Document Not Available from EDRS**

Descriptors—\*Bureaucracy, \*Change Strategies, \*Educational Administration, Elementary Secondary Education, Higher Education, \*Organization, Organizational Climate, Organizational Effectiveness, \*School Organization

In order to survive creativity in and change educational organizations, the decision-maker needs to understand how these organizations presently function. Educational organizations are discussed as sociopolitical systems and a conceptual framework is proposed for analysis, planning, implementation, and evaluation. The five functions that educational organizations perform for students are identified and described: confinement, training, indoctrination, sorting, and providing the conditions for personal or self-development. Most educational organizations are based on a bureaucratic model; a case is built for a new organizational model that retains the bureaucratic form for governance functions while using the professional form for curriculum and instruction matters. A number of operational guides are offered to aid the decision-maker in getting the most out of his organization as it is presently structured, while at the same time working toward a new organizational model. (Author/MLF)

ED 112 527

**Public Testimony on Public Schools.**

National Committee for Citizens in Education, Columbia, Md.

Pub Date 75

Note—289p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$11.00, Quantity discounts)

**Document Not Available from EDRS**

Descriptors—Alternative Schools, \*Citizen Participation, Collective Bargaining, Decision Making, Educational Accountability, Educational Alternatives, Educational Change, Elementary Secondary Education, \*Governance, \*Policy Formation, Political Power, Power Structure, \*Public Opinion, \*Public Schools, Teacher Associations

This book reports on public hearings that examined issues related to the question "Who controls the public schools?" The hearings concerned the citizen's role in the establishment of policy and in decision-making in the operation of the public schools. Hearings were held in Minneapolis, St. Louis, Portland (Oregon), Atlanta, and Los Angeles. Testimony was also taken from citizen activists from Alabama, Mississippi, Florida, and South Carolina. The book also includes chapters on the major governance issues and offers a governance plan claimed to be "a first step toward returning control of American schools to the people they serve." (Author/MLF)

ED 112 528

Bushey, Julia A.

**Drug Education: Goals, Approaches, Evaluation, ERS Report.**

Educational Research Service, Washington, D.C.

Pub Date 75

Note—33p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$6.00, Quantity discounts, Payment must accompany orders of less than \$10.00)

**Document Not Available from EDRS**

Descriptors—Affective Objectives, Cognitive Objectives, \*Drug Abuse, \*Drug Education, Elementary Secondary Education, Evaluation, Objectives, \*Program Descriptions, \*Program Evaluation

An examination of the extensive drug education literature as well as of specific school drug education programs indicates that the present confusion over drug education results from confusion over definitions, goals, approaches, and evaluation. This report, based on an examination of recent literature and on information and printed materials on specific 1974-75 school drug education programs, contains descriptions and examples of the goals, teaching methods, and evaluation techniques used in drug education programs. Pertinent definitions are presented within each area. The seven major goals of drug education, each or any number of which could be the goal of a program, are to increase an individual's knowledge about drugs, to affect an individual's attitudes toward the personal consumption of drugs, to alter an individual's drug use behavior, to increase an individual's participation in alternatives, to enhance an individual's ability to clarify his or her values, to improve an individual's decision-making skills, and to improve an individual's self-concept. The major approaches used are the cognitive and affective and a combination of the two. Outlines of drug education programs used in 13 school systems and an extensive bibliography are included. (Author/IRT)

ED 112 529

EA 007 586

Sieber, Gertrude N.

**Methods of Scheduling Salaries for Principals.****ERS Report.**

Educational Research Service, Washington, D.C.

Pub Date 75

Note—92p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00, Quantity discounts, Payment must accompany orders of \$10.00 or less)

**Document Not Available from EDRS**

Descriptors—Contract Salaries, Elementary Secondary Education, Merit Pay, \*Principals, \*Salaries, \*Salary Differentials, Statistical Data

This study analyzes and reports the various methods public school systems use to schedule salaries for supervising principals. No attempt is made to prescribe or recommend procedures for scheduling salaries; rather, present practices are identified, described, and analyzed. Some unusual practices are included. For example, the procedure of relating the salary schedule for principals to the salary of the school superintendent rather than to the salaries of teachers. In general, there are four major components of the salary schedules analyzed in this study: (1) base for the schedule, (2) structure of the schedule, (3) incremental pattern of the schedule, and (4) advancement on the schedule. The extensive statistical data covers 272 public school systems with enrollments of 300 or more. (Author/IRT)

**EC**

ED 112 530

EC 073 252

Dustin, Josephine And Others

**Training Procedure Manual for the Mentally Retarded.**

Fairview Hospital and Training Center, Salem, Oreg.

Pub Date 75

Note—237p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—\*Custodial Mentally Handicapped, \*Daily Living Skills, \*Eating Habits, Exceptional Child Education, \*Hygiene, Institutionalized (Persons), Mentally Handicapped, Motor Development, \*Self Care Skills

Presented is a training procedure manual for institutionalized moderately, severely, and profoundly retarded persons. Teaching activities are suggested for the following skill areas: motor

development and awareness (including sensory stimulation, mat skills, and music and basic rhythm); toileting; eating skills (such as straw sipping and table manners); dressing; hygiene (including handwashing and shaving); grooming; clothing care; homemaking skills (such as dusting and simple cooking); scholastic skills (including color concepts and simple budgeting); and survival, travel, and social skills. Within each area, tasks are broken down into sequential steps and appropriate cue words are provided for the trainer. The manual also includes a training program for adults to learn how to deal with children. (CL)

ED 112 531

EC 073 436

Painter, Marylyn

**The Santa Cruz Eleven: A Comprehensive Plan for the Education of Autistic and Seriously Emotionally Disturbed Children.**

Santa Cruz County Board of Education, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Note—243p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—\*Autism, Childhood, Definitions, \*Demonstration Projects, Early Childhood, \*Emotionally Disturbed, Equal Education, Exceptional Child Education, Financial Support, \*Program Descriptions, Program Evaluation, Regular Class Placement, Staff Improvement, Student Evaluation

Identifiers—\*California (Santa Cruz), Elementary Secondary Education Act Title III, ESEA Title III

Reported are the results of the 3-year Santa Cruz pilot project involving 11 disturbed children (4- to 12-years-old) to determine if autistic and severely emotionally disturbed (SED) children could benefit from a public school program. A program description and recommendations for implementation are presented in ten chapters having the following titles: "Pleading the Fourteenth for the Autistic and Seriously Emotionally Disturbed" (legislation and special education), "Diagnosis and Definitions: Who are the Autistic and Seriously Emotionally Disturbed?", "The Santa Cruz Program—A Description", "The Santa Cruz Behavioral Characteristics Progression Chart" (a tool for assessing the development of a handicapped pupil), "Transition: The Big Adventure" (integration of children into a regular class program), "Evaluation: How Effective Was the Santa Cruz Program?", "Manpower Planning and Development" (putting together the program staff), "The Classification System: Where Do the Autistic-SED Fit?", "Delegation of Responsibility: The Local Comprehensive Plan" (preparing a detailed report of programs and services provided), and "A Financial Model for Special Funding". Results are seen to provide evidence that public school education is feasible for autistic and SED children. Appendices are included, such as a comparison of terms used by three classification systems for individuals with exceptional needs. (SB)

ED 112 532

EC 073 554

Braddock, David L. Sosowsky, Larry

**Trend Analysis of Administrative Documents Pertinent to the Community Alternatives and Institutional Reform Planning Grant Program. A Report to the U. S. Department of Health, Education and Welfare.**

Council for Exceptional Children, Reston, Va. Program for the Analysis of Deinstitutionalization Resources.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 31 Aug 75

Note—90p.; For related documents see EC 073 555 and 556

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Community Resources, Exceptional Child Research, \*Handicapped Children, Residential Programs, State Legislation, State Programs, \*State Surveys, Surveys, \*Trend Analysis

Identifiers—\*Deinstitutionalization, Developmental Disabilities

To identify trends in institutional reform and deinstitutionalization of the developmentally disabled, 34 administrative documents emanating from a federally funded planning grant program were examined. Documents were gathered in

response to a survey letter to state Developmental Disabilities Councils, and fact sheets summarizing the documents were prepared. A comparison technique evaluated the presence of legislative, organizational, budgetary and client centered trends. Data produced such recommendations as the need in Alaska and Minnesota for public information about available community services, and in Michigan and Vermont for community mental health centers to assume responsibility for providing community based services. Also identified were critical deficiencies impeding deinstitutionalization (including lack of alternative residential services) and institutional reform (such as insufficient public funding). (Included in three appendices are state document fact sheets.) (CL)

ED 112 533

EC 073 555

Braddock, David L.

**Analysis of Data Emanating from Surveys of Residential Facilities Conducted by the Accreditation Council for Facilities for the Mentally Retarded. A Report to the U. S. Department of Health, Education and Welfare.**

Council for Exceptional Children, Reston, Va. Program for the Analysis of Deinstitutionalization Resources.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 31 Aug 75

Note—78p.; For related documents see EC 073 554 and 556

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Accreditation (Institutions), Data Analysis, Exceptional Child Research, Institutional Environment, \*Mentally Handicapped, Residential Programs, \*Standards, State Programs, \*Surveys

To determine critical deficiencies in institutional reform related to accreditation, data from surveys conducted by the Accreditation Council for Facilities for the Mentally Retarded were analyzed. Identified were critical standards with which significant proportions of the facilities surveyed did not comply, formulated was an object-classification scheme describing residential services, and evaluated was the presence or absence of trends. Data indicated that over two-thirds of all critical standards identified were covered in the requirement for provision of active habilitation programming to each resident, and that evaluation and program planning, documentation, physical environment and integration of the multi-handicapped were ranked as the most critical facility deficiencies. (Included in five appendices are the classified critical standards for all facilities surveyed and the list of 651 standards classified according to topical requirements for residential facilities.) (CL)

ED 112 534

EC 073 556

**Reintegrating Mentally Retarded People into the Community: An Annotated Bibliography of Print and Audiovisual Information and Training Materials.**

Council for Exceptional Children, Reston, Va. Program for the Analysis of Deinstitutionalization Resources.

Spons Agency—Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Aug 75

Note—31p.; For related documents see EC 073 554 and 555

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091 (free while supply lasts)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Annotated Bibliographies, Audiovisual Aids, \*Community Programs, Community Resources, Exceptional Child Services, Films, Filmstrips, Innovation, \*Mentally Handicapped, Program Descriptions, \*Research Reviews (Publications), \*Resource Materials

Identifiers—\*Deinstitutionalization

Presented in the annotated bibliography are 123 print and nonprint references (1962 to 1975) which document innovating efforts for reintegrating mentally retarded people into the community. It is explained that the references have been compiled from mail surveys, computer searches of national information systems, library handsearches and a telephone survey of Developmental Disabilities Consultants. Entries are listed alphabetically by title and usually contain author's name,

publication date, pagination and availability information, and a brief summary. Print material includes journal articles, books, booklets, project reports, conference reports and monographs. Provided in the nonprint material is information on films and slideshows. (CL)

**ED 112 535** EC 073 558

Lynch, Elizabeth Ross, Jeanne

**Speech Improvement for the Trainable Retarded: A Manual for the Classroom Teacher. Revised Edition. (Includes Speech Improvement Activity Book).** NCEMMH Reprint Series.

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Report No.—NC-75.901; NC-75.902

Pub Date 75

Note—200p.

Available from—Publications Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 (\$5.85 a set); Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
Descriptors—Articulation (Speech), \*Class Activities, Elementary Education, Exceptional Child Education, Instructional Aids, \*Language Development, Manuals, Mentally Handicapped, \*Speech Skills, \*Teaching Guides, \*Trainable Mentally Handicapped

Presented are 39 lessons and student worksheets designed to help the classroom teacher improve the speech skills of trainable retarded elementary school children. It is explained that the lessons and corresponding activity sheets focus on auditory discrimination, speech sounds and sentence patterns. Lessons are sequenced and usually contain a review, several activity suggestions, an assignment, and a list of materials. Speech sounds are presented in a developmental pattern beginning with the easiest to produce and are incorporated in whole words and sentences. The format of the activity coloring book lends itself to easy copying for classroom use. (CL)

**ED 112 536** EC 073 607

**A Guide to Education and Services for the Multi-Handicapped.**

DeKalb County Board of Education, Decatur, Ga.

Pub Date 74

Note—427p.

**EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage**

Descriptors—Class Activities, \*Curriculum Guides, Exceptional Child Education, Instructional Materials, Language Development, Motor Development, \*Multiply Handicapped, Primary Education, \*Program Descriptions, Self Care Skills, \*Student Evaluation, Teaching Methods, Visual Perception

Identifiers—Georgia Center for the Multi-handicapped

Presented is a curriculum guide for children with multiple sensory impairments, and described is the Georgia Center for the Multi-Handicapped. Provided are developmental scales for evaluating receptive and expressive language, auditory skills, visual perception, and motor skills. Preprimary and primary curricula (covering such areas as self-care skills and social maturity) are reviewed. Motor skills and visual perceptual training activities are listed along with curriculum activities for preprimary and primary levels. Included in the activities description is information on materials and procedures. Excerpts from children's progress records are also provided. Covered in three appendices are such topics as progress reports and explanations, and learning sequences to assist evaluation. (CL)

**ED 112 537** EC 073 625

Castleberry, Michael Gazvoda, Marjorie

**Complementary Teacher Training Program: Academic Year 1973-74; Three Year Report 1971-74.**

George Washington Univ., Washington, D.C. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 30 Aug 74

Grant—OEG-0-71-1435(603)

Note—221p.; Not available in hard copy due to marginal legibility of the original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Bibliographies, \*Demonstration Projects, Elementary Education, Emotionally

Disturbed, Evaluation, Exceptional Child Education, \*Handicapped Children, Learning Disabilities, \*Program Descriptions, \*Program Effectiveness, Program Evaluation, Regular Class Placement, Resource Teachers, Student Teachers, \*Teacher Education

Identifiers—Complementary Teacher Training Program, George Washington University

The report describes and evaluates George Washington University's Complementary Teacher Training Program during the 1971-74 period. It is explained that the demonstration program was designed to prepare undergraduate special education resource teachers to work directly with mainstreamed handicapped (including learning disabled and emotionally disturbed) elementary students and as consultants to school staff members. Cited are positive results of the training in such areas as self-esteem, interpersonal relationships, and professional information; and noted is the fact that most program graduates have secured employment as either complementary (22), special education (6), or elementary education (6) teachers. Extensive appendices include information on the results of research evaluating the program, responses by teachers and principals to questionnaires about program and trainee effectiveness in their schools, a journal article describing the program, course outlines, and four bibliographies that list approximately 300 references. (LH)

**ED 112 538** EC 073 627

**Expert Meeting on Education of the Deaf: Paris, 30 September-4 October 1974. Report of the Meeting.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-74-CONF-645-17

Pub Date 29 Nov 74

Note—18p.; Proceedings of Expert Meeting on Education of the Deaf (Paris, France, 30 September-4 October 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Aurally Handicapped, Conference Reports, Cultural Differences, \*Curriculum, Deaf, \*Educational Methods, Exceptional Child Education, Foreign Countries, \*International Organizations, \*Normalization (Handicapped)

Summarized are the papers given by 13 experts in education of the deaf from 12 countries who attended a conference sponsored by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) which focused on curricula, teaching methods, adaptation to the community, and problems of the hearing impaired. Topics discussed included curricula for handicapped children in developing countries, curriculum and methods for teaching the deaf in specific countries such as Nigeria and Argentina, training of teachers for the deaf, language development and communication of the deaf, detection of deaf children and guidance of their parents, and integration of the deaf into school and society. Among recommendations by the conference listed are that a continuum of educational programs be offered for hearing impaired children ranging from total custodial care to complete integration and that longitudinal research be conducted into individual integration experiments, that the importance of early diagnosis and treatment be publicized by means of the mass media, and that UNESCO stimulate international and regional cooperation to improve educational services to the hearing impaired. (DB)

**ED 112 539** EC 073 628

Stott, Thomas W.

**Attention and Concentration in Trainable Mentally Retarded Children.**

Pub Date Jan 70

Note—70p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Attention Span, Discrimination Learning, Exceptional Child Research, Mentally Handicapped, Program Effectiveness, \*Teaching Methods, Time Factors (Learning), \*Trainable Mentally Handicapped

Evaluated was the effectiveness of the TAC (Training in Attention and Concentration) Program with seven trainable retarded persons, 8- to 20-years-old. Pre- and posttest data were obtained on the Maze-trial test, a picture discrimination test, buttons test, and object sort test. The TAC Program consisted of 10 structured les-

sons on such tasks as examining objects by touch with eyes closed and matching two objects by similarities and by differences. Results suggested that the more severely retarded Ss worked more diligently as a result of training, that the group demonstrated an increased ability to observe differences in objects, and that Ss increased their ability to form concepts regarding shape, color, and size. (CL)

**ED 112 540** EC 073 629

**A Feasibility Study of a Demonstration Project to Alert SSI-Eligible Children to Study Their Experience with the Program.**

National Council of Organizations for Children and Youth, Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 25 Sep 74

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Delivery Systems, \*Demonstration Projects, Disadvantaged Youth, \*Economically Disadvantaged, Enrollment, Exceptional Child Services, \*Handicapped Children, Identification, \*Information Dissemination, Low Income, Program Budgeting, \*Program Proposals, Social Services, Staff Role, Volunteers

Identifiers—\*Supplemental Security Income Program

The report examines the need for an outreach program to alert families of low-income handicapped children (from birth through 18 years old) to assistance available under the Social Security Administration's Supplemental Security Income (SSI) program. In an introductory section, it is explained that unknown numbers of SSI-eligible children are not receiving benefits; and a model program to facilitate early identification, correct diagnosis, enrollment, and service delivery is proposed. Discussed in section 2 are feasibility issues related to alerting SSI-eligible children, using volunteers in a model outreach program, and evaluating the effectiveness of SSI operations. Presented in section 3 is a detailed description of the proposed demonstration project, including such design as initial organization, training staff coordinators and volunteers, preparing publicity materials, and project operations related to outreach, escort service and data collection. Sections 4 and 5 deal with criteria for recommending Atlanta, Georgia as a demonstration site and with staff and budgetary considerations. Included in the appendixes are lists of member agencies of the National Council of Organizations for Children and Youth and of persons interviewed concerning the demonstration project. (LH)

**ED 112 541** EC 073 630

Kern, Bonnie

**Career Education for the Handicapped; Focus: Rural and Remote.**

Washington State Intermediate School District 109, Everett.

Pub Date 75

Note—120p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Administration, \*Career Education, Curriculum Design, \*Curriculum Guides, Educational Objectives, Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, Program Planning, Records (Forms), \*Rural Areas, Staff Role, Student Evaluation, Work Study Programs

Identifiers—Needs Assessment, Washington

Intended primarily for special education teachers and principals, the manual describes procedures for organizing and implementing career education programs for handicapped students in rural or remote areas. The program descriptions, methods, and sample forms contained in the manual were used successfully by one or more of five small, rural school districts in the state of Washington. Among suggested steps for developing career education programs are identifying key personnel (such as vocational teachers), establishing a community advisory committee, assessing student and faculty needs, selecting goals, and providing supportive services (through inservice teacher training and the use of itinerant staff members). Focused on are the following aspects of program management: delegating responsibilities to vocational rehabilitation and guidance counselors, developing a work activity guide for clarifying staff roles, problems of supervising students' work-study experiences in



rural areas, visitation records and other forms for student evaluation, and career education activities. Types of program evaluation are briefly discussed, and lists of materials and resources for career education programs are appended. (LH)

**ED 112 542** EC 073 655

*Tyack, Dorothy Gottsleben, Robert*  
**Language Sampling, Analysis and Training: A Handbook for Teachers and Clinicians.**

Pub Date 74  
Note—56p.

Available from—Consulting Psychologists Press, 577 College Ave., Palo Alto, California 94306

**Document Not Available from EDRS**

Descriptors—Aphasia, Exceptional Child Education, Glossaries, Individualized Instruction, \*Language Handicapped, \*Language Patterns, Learning Disabilities, Psycholinguistics, \*Remedial Instruction, \*Student Evaluation, \*Teaching Methods

Identifiers—\*Needs Assessment

Intended for teachers and speech clinicians, the handbook and accompanying worksheets describe research-based psycholinguistic procedures for needs assessment and individualized instruction of language-delayed children, including aphasics. Four main chapters explain how to collect a language sample (a systematic transcription of the student's spoken responses); how to analyze the sample (including instructions for counting words and classifying sentences); how to write training programs based on analysis of the sample; and how to conduct, record, evaluate, and report the results of training programs. Examples of instructional techniques are offered throughout the text. Also provided is a glossary of linguistic and behavioral terms. Five appendices contain instructions for counting morphemes and categorizing sentence constructions, analyses of two samples from language-delayed children, and a practice exercise in sentence classification (with answers). (LH)

**ED 112 543** EC 073 656

**A Comprehensive State Plan for the Education of Young Handicapped Children Below Age 5 in Virginia.**

Virginia State Dept. of Education, Richmond. Div. of Special Education.

Pub Date Feb 74  
Note—34p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Administration, Delivery Systems, Exceptional Child Education, \*Handicapped Children, Infancy, Preschool Education, \*Program Planning, \*State Departments of Education, \*State Programs, State Standards

Presented is the 1974 Virginia state plan for the education of handicapped children below 5 years of age. The tentative program is outlined, examples of potential service components (such as mobile classrooms and small group programs) are given, and personnel categories are reviewed. Summarized are administrative and technical assistance available from the State Department of Education. Cost factors and evaluation are briefly considered. Included in the two appendices which comprise more than half of the document are a list of selected references and sample evaluation checklists for gross motor, fine motor, social, cognitive, linguistic, and verbal development. (CL)

**ED 112 544** EC 073 657

*Barnard, Kathryn*  
**A Program of Stimulation for Infants Born Prematurely.**

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Aural Stimuli, Body Weight, Follow-up Studies, \*General Education, \*Infancy, Kinesthetic Perception, Physiology, \*Premature Infants, Program Effectiveness, \*Research Projects, \*Sleep, \*Stimulation

Examined was the effect of low frequency auditory and kinesthetic stimulation on the sleep behavior of seven premature normal infants. Stimulation consisted of positioning in a rockered and exposure to a recorded heartbeat for 15 minutes an hour. Measured were Ss's sleep wakefulness, weight change, and gestational development. Analysis of the data indicated that the duration of Ss's quiet sleep was significantly increased while a control group's declined.

Although not significant, positive differences were also found in measures of weight gain and maturation. Results of followup evaluations favored the six experimental Ss over the five control Ss on such measures as the Home Inventory for infants and the Bayley Infant Scales. (CL)

**ED 112 545** EC 073 658

*Cross, Lee, Comp.*

**Planning Programs and Activities for Infants and Toddlers: A Bibliography. Tadsript No. 6.**

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—Tadsript-6

Pub Date 75

Note—34p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Administration, \*Bibliographies, Curriculum, Exceptional Child Education, Films, General Education, \*Handicapped Children, \*Infancy, Parent Education, Program Planning, Teaching Methods

The bibliography presents approximately 100 references (1961-75) on planning programs and activities for infants and toddlers. Although many of the documents relate to normal children, the activities are equally applicable to children with handicaps. Entries are arranged alphabetically by author within the following categories: curriculum and activities, information on resources for administrators (including staff training and program standards), materials and information for parents, and training films. Each reference usually contains author's name, title, date, brief summary, price and availability information. (CL)

**ED 112 546** EC 073 662

**Directory of Inpatient Facilities for the Mentally Retarded.**

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-(HRA)-75-1230

Pub Date May 75

Note—122p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Directories, Exceptional Child Services, \*Institutions, \*Mentally Handicapped, National Surveys, State Programs

Listed in the directory are 1343 inpatient facilities for the mentally retarded in the United States. It is explained that the facilities have been compiled from the Master Facility Inventory developed by the Division of Health Manpower and Facilities Statistics in the National Center for Health Statistics. Listings are arranged alphabetically by state, city within state and name of facility within city. In addition, the following information is usually provided: address, ownership, number of beds, and age and sex accepted. (CL)

**ED 112 547** EC 073 663

**Mental Retardation and the Law: A Report on Status of Current Court Cases.**

President's Committee on Mental Retardation, Washington, D.C.

Report No.—DHEW-OHD-76-21012

Pub Date Jun 75

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Civil Liberties, \*Court Cases, Due Process, Equal Education, Exceptional Child Services, \*Legislation, \*Mentally Handicapped, State Legislation

Featured in the issue is an analysis of the content Decree in New York State Association for Retarded Children v. Carey (Willowbrook case). In addition, summaries and updated information are presented for 25 new cases and 34 cases previously reported regarding the following topics: architectural barriers, classification, commitment, custody, education (including West v. Secretary of Defense in California and Wilcox v. Carter in Florida), employment, protection from harm, guardianship, sterilization, treatment (including Wyatt v. Hardin in Alabama and Welsch v. Likins in Minnesota) and voting. The Willowbrook case is said to be important because it provided relief for institutionalized retarded persons based on the right to protection from harm theory. (CL)

**ED 112 548** EC 073 664

*Brolin, Donn E., Ed.*

**Proceedings of Project PRICE Trainer's Workshop: Working Paper No. 5.**

Missouri Univ., Columbia. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jul 75

Grant—OEG-451-AH-50098

Note—86p.; For related document, see EC 062 914

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Career Education, Daily Living Skills, \*Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Education, Inservice Programs, Interpersonal Competence, Job Skills, \*Leisure Time, Mentally Handicapped, Recreation, \*Teaching Methods, Values

Identifiers—\*Project PRICE

Presented are nine papers delivered at the 1975 Trainer's workshop of Project PRICE (Programming Retarded in Career Education). It is explained that Project PRICE is designed to develop an inservice model for training regular and special educators to provide effective career education to educable retarded students from kindergarten through grade 12. Discussed in Part I by N. Gysbers is the need to view career education from a life-centered rather than work-centered approach. C. Kohaska details such career education considerations as mainstreaming, normalization and the economic situation. A framework of the major systems and methods for implementing values education are provided by E. Moore. Part II contains descriptions of methods for teaching the following career education competencies: daily living skills (by C. Earhart), personal social skills (by C. Magnuson), and occupational abilities (by J. Alexander). The development of the competency to utilize recreation and leisure time is addressed in Part III by G. Hitzhusen, L. Johnson, P. Verhoven and J. Goldstein. (CL)

**ED 112 549** EC 073 665

*Healey, William C. Karp-Nortman, Doreen S.*

**The Hearing-Impaired Mentally Retarded: Recommendations for Action 1975.**

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 75

Note—164p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Aurally Handicapped, Exceptional Child Education, Exceptional Child Services, \*Financial Policy, Interagency Cooperation, \*Legislation, Mentally Handicapped, \*Multiply Handicapped, \*Program Design, \*Program Development, Severely Handicapped, Staff Role

Recommendations for action in serving the hearing impaired mentally retarded (HIMR) are presented by a committee composed of representatives from the American Speech and Hearing Association, the Conference of Executives of American Schools for the Deaf, and the American Association on Mental Deficiency. The population is defined to include those individuals who have hearing impairment, subaverage general intellectual functioning and deficits in adaptive behavior. Reviewed are the constitutional and legal rights of handicapped persons, and outlined are significant federal funding provisions affecting services to the HIMR. Problems within the existing system of services are summarized, and suggestions for program coordination (such as development of comprehensive data systems and establishment of a national information center) are made. Prevention services and early identification are described among the aspects of a continuum of services for the HIMR. Considered in a discussion of personnel availability and utilization are the use of interdisciplinary personnel and training programs for professionals and paraprofessionals. Listed are the committee's issues and recommendations for such areas as legislation, financing, administrative and organizational structure, and teaching, management and supervision. Included in four appendices is a list of professional and governmental resources. (CL)

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Child Education, Expenditure Per Student, Gifted, Guidelines, \*Measurement Techniques, Program Budgeting

Presented is a systematic approach for analyzing cost effectiveness of gifted and talented educational programs in terms of categorizing funds, prorating expenditures, designing a data collection form, determining cost effectiveness, and considering multiple variable implications. All costs are reported to be subsumed under six major categories: administration, staff support personnel, supervision of instruction, direct instruction, auxiliary services, and operation and maintenance of school plant. Described are the methods of prorating expenditures which include the time method, average daily membership, time flow area, hour consumption, and quantity consumed method. A layout for a data collection form is provided as well as a measure for obtaining a cost effectiveness ratio. Also outlined are two examples of a multiple variable ratio system which notes ways to measure and weigh five major variables (student achievement, children's attitudes, parent concern, community input, and teacher opinion) in both self-contained and enrichment programs. Procedure examples and tables are also provided. (SB)

ED 112 551 EC 073 668

Brasel, Kenneth E. Quigley, Stephen P.  
The Influence of Early Language and Communication Environments on the Development of Language in Deaf Children.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Pub Date 75

Note—159p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage  
Descriptors—Aurally Handicapped, Comparative Analysis, \*Deaf, Early Childhood Education, Educational Methods, Elementary Secondary Education, \*Environmental Influences, Exceptional Child Research, \*Language Ability, \*Manual Communication, \*Oral Communication, Parent Influence, Performance Factors

Seventy-two deaf Ss (10- to 19-years-old) were tested, employing the Test of Syntactic Ability (TSA), the language sub-tests of the Stanford Achievement Test (SAT), and analyses of written language samples, in a study of the influence of early language and communication environment on their later syntactic language ability. Ss were divided into four groups: the Manual English (ME) Group whose parents were deaf, had a good command of English, and used manual communication in the form of Manual English; the Average Manual (AM) Group whose parents were deaf, had language showing gross deviations from Standard English, and used manual communication with the Ss from infancy; the Intensive Oral (IO) Group who had been enrolled in a formal Oral educational program and whose parents had received formal training in using oral methods exclusively and intensively with their children; and the Average Oral (AO) Group who had been enrolled in a formal Oral educational program and whose parents had received no formal training in oral methodology. Results showed significant superiority of the ME group over the two Oral groups on five of the six test structures of the TSA; and significant superiority of the ME group over the other three groups on all four sub-tests of the SAT. (Author/LS)

ED 112 552 EC 073 671

Liben, Lynn S.

A Developmental Approach to the Experiential Deficiencies of Deaf Children.

Spons Agency—Grant Foundation, New York, N.Y.; Society for Research in Child Development, Lafayette, Ind.

Pub Date 75

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Aurally Handicapped, \*Cognitive Development, Communication Problems, \*Deaf, Environmental Influences, Exceptional Child Education, \*Learning Theories, Manual Communication, \*Physical Environment, \*Social Development

Considered are ways in which developmental theories, methodologies, and research findings may be used to clarify the concept of experiential deficiencies of deaf children. Examined are the effects on deaf children of deprivations in physi-

cal experiences (such as the reduction of information about objects provided by auditory feedback) and in social experiences (such as the limitation imposed on parent-child interaction due to lack of a common communication mode). The author stresses the need for a communication system shared by the deaf child and the people in his environment, and suggests use of Signed English (rather than American Sign Language) in educational settings and in homes with hearing parents. (LS)

ED 112 553 EC 073 672

Worley, John C., Jr.

The Establishment of Learned Reinforcers in Mildly Retarded Children. IMRID Behavioral Science Monograph No. 24.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Pub Date 73

Note—94p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage  
Descriptors—\*Educable Mentally Handicapped, Exceptional Child Research, Learning, \*Learning Theories, Mentally Handicapped, \*Motivation, Reinforcement, Social Influences

Research regarding the establishment of learned reinforcement with mildly retarded children is reviewed. Noted are findings which indicate that educable retarded students, possibly due to cultural differences, are less responsive to social rewards than either nonretarded or more severely retarded children. Characteristics of primary and secondary reinforcers are described, and learning theories relevant to motivation are evaluated for their potential in changing mildly retarded students' reinforcement systems. Considered are procedures for establishing reinforcement based on three categories of learning theory: contiguity theory (including operant conditioning), cognitive theory, and exposure theory (including drive theory). Proposed is an integrated theory of reinforcement which incorporates principles from existing theories. (CL)

ED 112 554 EC 073 673

Kappelman, Murray M.

Learning Disabilities: Diagnosis and Prescription.

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cooperative Programs, \*Diagnostic Teaching, Educational Needs, Elementary Education, Exceptional Child Education, Inservice Teacher Education, \*Interdisciplinary Approach, \*Learning Disabilities, \*Student Evaluation

Identifiers—Elementary Secondary Education Act Title VI, ESEA Title VI, Maryland

The author advocates an interdisciplinary team approach to diagnosis and prescription for the elementary school learning disabled (LD) child. Described is a 5-year project, funded under Title VI, operating within 11-18 elementary schools surrounding the University of Maryland Hospital. Biweekly services are offered to participating schools by a task-oriented multiprofessional team that includes a nurse, a physician, a diagnostic and prescriptive educator, a psychologist, a communications specialist, and a social worker, as well as the child's classroom teacher and principal. Stressed is the importance of monitoring the child's educational needs and re-evaluating his progress on a regular and frequent basis. Successful results of the interdisciplinary team approach are said to include observable educational improvement for 52 percent of LD children served during 1971 and improved inservice training (in such areas as early identification and development of specific prescriptive techniques) for regular class and resource room teachers. (LH)

ED 112 555 EC 073 674

Instructional Support: Ego Enhancement for Potential School Dropouts.

Plattsburgh City School District, N.Y.

Pub Date [75]

Note—12p.; Report from Beekmantown Central School

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Culturally Disadvantaged, Demonstration Projects, \*Disadvantaged Youth, Economically Disadvantaged, Exceptional Child Research, Inservice Teacher Education, Instructional Materials, Parent Counseling, \*Primary Education, \*Program Effectiveness,

\*Remedial Programs, \*Self Concept, Teaching Methods

A study of 13 disadvantaged first grade students enrolled in a 4-year remedial education program was conducted to determine program effectiveness in terms of academic skill and self-concept improvement. A model was developed which used the learning center approach within classroom boundaries, and involved a psychologist, a reading teacher, classroom teachers (for grades K-3), and volunteers. The teacher-directed educational program consisted of a highly-structured, slow-paced teaching method; materials such as basal readers, language development kits, and audiovisual equipment; a parent involvement component; and preservice and inservice training for teachers. Results obtained by comparing Ss with controls from regular grades showed that experimental Ss progressed faster in word recognition, did not differ significantly in IQ level, attained a significantly higher level of maturity, and showed a significantly lower incidence of personality and interpersonal adjustment problems. (A diagram illustrating the model and statistical tables are also provided.) (SB)

ED 112 556 EC 073 741

Brainard, Suzanne Gage, Ed.

Learning Disabilities: Issues and Recommendations for Research

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—153p.; Papers derived from the National Institute of Education Conference on Learning Disabilities, July 1974

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Conference Reports, \*Educational Needs, Environmental Influences, Exceptional Child Research, \*Learning Disabilities, \*Neurology, \*Psychology, \*Research Needs, Sociology

Presented are eight author contributed papers on research needs in the neuropsychological, socio-environmental, and educational aspects of learning disabilities. Issues focused on in the papers and conference include the definition of learning disabilities, the role of screening in prevention or remediation, and whether curriculum should focus on the strengths or weaknesses of individuals. Among research recommendations given for the three areas are the study of effects of social communication networks and interaction patterns on learning, developing behavioral criteria and neurological indices of hyperactivity, and developing profile type assessments to help individualize instructional programs. The following are titles and authors of included papers: "The Handicapped Learner—Recommendations for Research" (Marion Blank); "The Biological Bases of Development" (Susan Carey-Block); "Systematic Instructional Procedures—An Instructional Hierarchy" (Noris Haring); "Applied Behavior Analysis and Learning Disabilities—Curriculum Research Recommendations" (Thomas Lovitt); "Socio-cultural Correlates of Learning and Behavior Problems" (Jane Mercer); "The Mundane Extreme Environment and Its Effect on Learning" (Chester Pierce); "The Neurological Assessment of Learning Disabilities" (Rita Rudel); and "Multi-level Approach to Research in Learning" (Cynthia Deutsch et al.). (DB)

ED 112 557 EC 073 744

Cicchetti, Dante Sroufe, L. Alan

The Relationship Between Affective and Cognitive Development in Down's Syndrome Infants.

Pub Date Apr 75

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Affective Behavior, \*Cognitive Development, Emotional Development, Exceptional Child Research, \*Infancy, Mentally Handicapped, \*Mongolism

Examined was the association between affective and cognitive development in 14 Down's Syndrome infants (4- to 8-months-old). Mothers administered a series of 30 laughter items each month, and experimenters gave the Uzgiris-Hunt scales of cognitive development at 13 and 16 months, and the Bayley scales and Infant Behavior Record at 16 months. Available data indicated that Ss lagged well behind normal infants in onset of laughter and smiling although they fol-

lowed the order of laughter items category by category (laughing first at auditory and tactile items and then at more cognitively complicated social and visual items). Results also demonstrated a clear relationship between cognitive and affective development, especially with regard to stages of object permanence and operational causality. (CL)

**ED 112 558** EC 073 745

Bricker, Diane D. Bricker, William A.  
Non-Categorical Education for the Preschool Child.

Pub Date [75]

Note—30p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Child Development, Curriculum, Educational Alternatives, Exceptional Child Education, Infancy, \*Intervention, Maturation, Parent Education, Preschool Education, \*Program Descriptions, \*Regular Class Placement

Identifiers—\*Developmental Disabilities

Described is an innovative program of non-categorical education for both normal and developmentally delayed infants and preschool children. Focused upon are such aspects of program design and operation as early intervention, integration of delayed and nondelayed toddlers and preschoolers matched on the basis of developmental level rather than chronological age, parent involvement and education, and the developmental programming. It is noted that the educational curriculum covers sensorimotor, motor, social and language development for infants, toddlers and preschoolers. Administration of the infant and parent training components are discussed, daily program activities for toddler and preschool classes are outlined, and the rationale for developmental programming is explained. (LH)

**ED 112 559** EC 073 746

Weckler, Elaine Youngberg, Millie  
IMPACT: Mainstreaming Learning Problems in the Classroom. Part I: In Classroom. Part II: Dissemination at University.

Berrien Springs Public Schools, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jan 75

Note—23p.; Paper presented at Southwestern Regional Conference (5th, Phoenix, Arizona, January 23-25, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Costs, \*Diagnostic Teaching, Effective Teaching, Elementary Secondary Education, \*Emotionally Disturbed, Exceptional Child Education, Higher Education, Information Dissemination, Inservice Teacher Education, Instructional Materials, \*Learning Disabilities, \*Regular Class Placement, Student Evaluation, \*Teacher Education

Identifiers—Elementary Secondary Education Act Title III, \*Project IMPACT

Described is Project IMPACT (Instructional Model Program for all Children and Teachers), funded under Title III and intended for use by teacher trainees and by regular classroom teachers of learning disabled or emotionally disturbed students from kindergarten through grade 12. Discussed in an introductory section on classroom applications are efforts by specially trained IMPACT personnel to conduct inservice teacher training workshops in diagnostic/prescriptive teaching methods, and the use of the IMPACT box (which includes materials teachers can administer to assess students' academic, learning and behavior skills), followup consultation, and observation within demonstration classrooms. Also presented is information on operating costs and evidence of project effectiveness (including improvement in students' self concepts and attitudes toward learning). Dealt with in Part II are IMPACT dissemination services at the community and university level in terms of workshops for classroom teachers, lectures, use of instructional materials, participation in graduate students' practicum experiences, and consultation for both classroom teachers and teacher trainees at Andrews University in Michigan. (LH)

**ED 112 560** EC 073 747

S. 1256: A Bill to Extend for One Additional Year Entitlements for Part B of the Education of the Handicapped Act. Calendar No. 163, 94th Congress, 1st Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.—R-94-169

Pub Date Jun 75

Note—4p.; For related documents, see EC 073 748 and 749

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Exceptional Child Education, \*Federal Aid, \*Federal Legislation, \*Handicapped Children

Identifiers—\*Education of the Handicapped Act, S 1256

Presented is S. 1256, a bill to extend for one additional year (through the fiscal year 1976) entitlements for Part B of the Education of the Handicapped Act. (LH)

**ED 112 561** EC 073 748

Education for All Handicapped Children Act: Calendar No. 162, 94th Congress, 1st Session, Senate. Report No. 94-168.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.—R-94-168

Pub Date 2 Jun 75

Note—82p.; For related documents, see EC 073 747 and 749

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Architectural Barriers, \*Employment Opportunities, \*Equal Education, Exceptional Child Education, Federal Aid, \*Federal Legislation, \*Handicapped Children

Identifiers—\*Education of the Handicapped Act, S 6

The report of the Senate Committee on Labor and Public Welfare deals with S.6, a bill to provide financial assistance to the States for improved educational services for handicapped children under the Education of the Handicapped Act. Included are sections to extend entitlement through 1979, to establish eligibility and application provisions, to strengthen the administrative and evaluative responsibilities of the Commissioner of Education, to remove architectural barriers, and to require affirmative action in the employment of qualified handicapped individuals. Also presented are the additional views of five senators who disagree with the full committee's action insofar as it fails to require all states to provide special educational services (including early identification and evaluations) to preschool handicapped children. (LH)

**ED 112 562** EC 073 749

Education of the Handicapped Act Amendments of 1975; Calendar No. 163, 94th Congress, 1st Session, Senate. Report No. 94-169.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.—R-94-169

Pub Date 2 Jun 75

Note—8p.; For related documents, see EC 073 747 and 748

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Equal Education, Evaluation, Exceptional Child Education, \*Federal Aid, \*Federal Legislation, \*Handicapped Children, Identification

Identifiers—\*Education of the Handicapped Act, S 1256

The report of the Senate Committee on Labor and Public Welfare deals with S. 1256, a bill which contains amendments to extend through June 30, 1977 the entitlement formula for payments to the states provided under Part B of the Education of the Handicapped Act as amended by Public Law 93-380. It is explained that the amended bill's purpose is to enable the states to provide equal educational opportunity for handicapped children 3-through 21-years-old and that payments may also be used for the early identification and assessment of handicapping conditions in children under 3 years of age. Included are brief sections describing the need for legislation; hearings that have been held; a section-by-section analysis of S. 1256; and changes in existing law with regard to state entitlements, grants to states, and allocations of appropriations. (LH)

**ED 112 563** EC 073 750

A Summary of Selected Legislation Relating to the Handicapped, 1974.

Department of Health, Education, and Welfare, Washington, D.C.

Report No.—DHEW-OHD-75-22002

Pub Date May 75

Note—45p.; Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$0.70); For related document, see EC 069 221

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Exceptional Child Services, \*Federal Legislation, \*Handicapped Children

Identifiers—93rd Congress

Summarized are 32 legislative acts benefitting the handicapped that were enacted by the 93rd Congress (1973-1974). Given for each act are the title, public law number, and synopses of the law's general scope and implications for the handicapped. Listed as major legislation benefitting the handicapped are 1973 Social Security and Rehabilitation Amendments; the Housing and Community Development Act of 1974, and 1974 Education, Rehabilitation, and Social Services Amendments. Also summarized is other legislation, including 1973 Maternal and Child Health Amendments, 1974 Social Security Amendments concerning the Supplementary Security Income program, and Juvenile Delinquency and Prevention Act of 1974. Appended are a chart on the legislative history of 36 1973-1974 laws relating to the handicapped and cross references from previous (1963-1972) federal legislative summaries. (LH)

**ED 112 564** EC 073 751

Hayek, Robert A.

A Sequence for Helping Children Having Mild to Moderate Functional Articulation Problems.

Pub Date Nov 70

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Articulation (Speech), Auditory Training, Elementary Education, Exceptional Child Education, Individual Activities, Non-professional Personnel, \*Sequential Learning, Speech Handicapped, \*Speech Therapy, \*Teaching Guides, \*Teaching Methods

Presented are specific sequential procedures for use by paraprofessionals in correcting children's mild to moderate articulation problems. The sequence consists of eight activities to prepare the child for the program, five steps in the area of ear training, and ten steps to teach speech production. Activities and minimum teaching times are suggested for ear training goals such as learning sound position in words and production goals such as producing the sound correctly in syllables. Instructional materials provided include pictures associated with the sounds being worked on, and pictures to be colored or completed (connect-a-dot) by the child as a reward for correct responses. (LS)

**ED 112 565** EC 073 752

Barnard, Kathryn E., Ed. Douglas, Helen Bee, Ed.

Child Health Assessment; Part I: A Literature Review.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.

Report No.—DHEW-HRA-75-30

Pub Date Dec 74

Note—211p.; Superintendent of Documents U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1741-00082, \$2.15)

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Child Development, \*Early Childhood, Etiology, Evaluation Methods, Exceptional Child Education, \*Handicapped Children, Health, Identification, \*Infancy, \*Literature Reviews, Nursing, Perinatal Influences, Prediction, Predictor Variables, Prenatal Influences, Prevention, \*Special Health Problems

Identifiers—\*Developmental Disabilities, Project Seattle

Presented are 13 papers describing the Seattle Project and reviewing the literature relevant to the project's purpose of developing and testing an assessment format to enable nurses to better identify health and developmental problems in children. Six papers pertaining to predictor variables cover the areas of prenatal and perinatal factors, congenital abnormalities, nutrition, parents' perceptions of their children, the animate environment, and the inanimate environment. Considered in the six papers on outcome variables are assessments of the child's functioning are physical growth and development, sleep patterns, childhood accidents, language, mental development, and social development. Tables and figures are also provided. (SB)



ED 112 566 EC 073 753

Goddu, Roland Tufts, Jean  
**Guidelines for Accreditation of Private Schools for the Handicapped: Report on Project.**  
 New England Program in Teacher Education, Durham, N.H.

Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Special Education.

Pub Date Feb 75

Note—143p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Accreditation (Institutions), Educational Programs, \*Evaluation Criteria, Exceptional Child Education, Guidelines, \*Handicapped Children, Instructional Staff, \*Private Schools, School Services, \*State Standards, Student Characteristics  
 Identifiers—\*Massachusetts

Presented are guidelines for accreditation of private schools for the handicapped in Massachusetts in terms of six areas: student characteristics and educational program information, physical facilities, personnel, support services, operational services, and administrative services. Section 2 is the Application for Accreditation of Private Special Education Programs; listed in Sections 2-8 are the questions to be addressed during the institutional self-evaluation; and Sections 9 and 10 are for the site visit and final decision phases of the evaluation. (SB)

ED 112 567 EC 073 754

Johnson, Janet W. And Others  
**Initial Characteristics and Short Term Changes of Boys Enrolled in a Physical Developmental Clinic.**

Maryland Univ., College Park.  
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date [75]

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Behavior Change, Childhood, \*Clinics, Demography, Exceptional Child Research, \*Handicapped Children, \*Parents, Perceptual Motor Coordination, Performance Tests, \*Physical Development, Rehabilitation Programs

A Study of 18 handicapped males (mean age 7 years) and their parents was conducted to ascertain initial characteristics on entering a physical development clinic, and to detect changes in the functioning level coinciding with their first exposure to the clinic program. Both prior to and following completion of the 8-week clinic program, Ss were given the Child Behavior Inventory (CBI) tasks and a battery of tests to assess motor, visual perception, and intellectual functioning, while parents filled out a CBI form and then participated in a structured interview. Results were divided into four areas of research: demographic characteristics, pre- and post-session CBI results, pre- and post-session test battery results, and post-session interviews with parents. Among the findings were that the Ss made up a heterogeneous population and that little positive change is shown by first time enrollees on objective measures although parents reported improvement in coordination. Evidence suggested that exposure to more than one 8-week session of the clinic program is necessary to promote measureable change, and that different outcomes may depend on the initial status of the child. (Tables are included to explain statistical data.) (SB)

ED 112 568 EC 073 762

Agard, Judith A.  
**The Classroom Ecological Structure: An Approach to the Specification of the Treatment Problem.**

Pub Date 75

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); For related information on Project PRIME, see EC 073509

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Exceptional Child Research, \*Grouping (Instructional Purposes), \*Handicapped Children, Observation, Program Effectiveness, \*Program Evaluation, \*Regular Class Placement, Research Needs, Resource Centers, Special Classes  
 Identifiers—\*Project PRIME

Discussed in connection with Project PRIME (Programmed Recentry into Mainstream Education) is the need for educational research to as-

sess the comparative efficacy of three instructional settings (regular resource, and self-contained special education classes) for providing services to handicapped children. It is explained that data on the classroom ecological structure (including physical environment, personnel, group structure, and instructional activities) were gathered from observations of teachers in approximately 400 regular, 100 resource, and 150 self-contained classrooms. Noted among findings were differences between regular and special classes in the number of students and instructional personnel (which affected grouping patterns and instructional approaches), and stressed was the need in future analyses to study the effect on student outcomes of each ecological characteristic, both singly and in interaction. (LH)

ED 112 569 EC 073 763

Weiserger, Robert A. Everett, Bruce E.

**Research on Reading of Ink Print by the Blind.**

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
 Pub Date 75

Contract—OEC-0-72-5180

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). See IR 002 043 for the original study and EC 073 113 for a more detailed summary

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Blind, \*Electromechanical Aids, Elementary Secondary Education, Evaluation, Exceptional Child Research, \*Instructional Materials, Sensory Aids, Success Factors, \*Tactile Adaptation, \*Teaching Methods, Visually Handicapped

Identifiers—American Institute for Research, \*Optacon

Reviewed is an American Institutes for Research (AIR) study to identify predictors of Optacon success and to develop and field test appropriate Optacon training materials for use by 112 blind elementary and secondary students in 15 U.S. public and residential schools. Potential use of the Optacon (an optical to tactile conversion device that enables blind individuals to read ink print materials) is briefly discussed, a drawing of Optacon components is provided, and selected study results summarized in tabular and written form. Noted among predictors of Optacon reading proficiency are scores on intelligence and tactile-kinesthetic discrimination tests. (LH)

ED 112 570 EC 073 764

Peniston, Eugene

**An Evaluation of the Portage Project: A Comparison of a Home-Visit Program for Multiply Handicapped Preschoolers and Head Start Program.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date 75

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); For related document, see EC 062 927

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Diagnostic Teaching, Exceptional Child Research, \*Home Instruction, Intervention, Itinerant Teachers, \*Multiply Handicapped, \*Parent Role, \*Precision Teaching, Preschool Education, Program Descriptions, \*Program Effectiveness

Identifiers—Developmental Disabilities, \*Project Portage, Wisconsin

Evaluated was the effectiveness of the Portage Home Visit (PHV) Parent Involvement Program in improving the IQ's, and motor, language, adaptive and personal-social developmental skills of 36 multiply handicapped developmentally delayed preschoolers in rural Wisconsin during 36 consecutive weekly sessions. Home trainers provided parents with technical assistance, an instructional model that included a prescriptive precision teaching approach using positive reinforcement, and information on how to record the children's performance in regard to the prescribed activities. Analysis of pre- and post-test data indicated that Ss showed significant gains in IQ, adaptive behavior, language development and personal-social skills, but that the PHV program was not effective in enhancing their motor coordination skills (due perhaps to the severity of Ss' physical deficits). (LH)

ED 112 571 EC 073 765

Steele, Joe M.

**A Longitudinal and Comparative Look at Cognitive Development in EMH Children.**

Pub Date Mar 75

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Child Development, \*Cognitive Development, \*Cognitive Processes, \*Educable Mentally Handicapped, Exceptional Child Research, Longitudinal Studies, Maturation, Mentally Handicapped, Problem Solving, Secondary Education, \*Student Evaluation

Identifiers—Piaget (Jean)

Examined longitudinally were the rate and proportion by grade level of the cognitive development of 202 13- to 16-year-old educable mentally handicapped students. A 20-item written test composed of eight problem solving and 12 cognitive development items representing the concrete I, concrete II, and formal I operations levels of Piagetian theory, was used. Results over a 12 month period indicated that 68 percent of the Ss showed no change in developmental level, 92 percent of those making a gain increased by one level, and 6 percent demonstrated losses. Data suggested that curriculum materials should be appropriate to the student's level of cognitive development, and that measures of developmental level provide more educationally relevant information than IQ scores. (CL)

ED 112 572 EC 073 766

Friedman, Judith B. Gillooly, William B.

**The Effect of Orthographic Structure on the Perception of Letter Sequences by Deaf and Hearing Children.**

Pub Date 75

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to light print of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Aurally Handicapped, \*Deaf, Elementary Secondary Education, Exceptional Child Research, Grade 1, Grade 2, Grade 4, Learning Characteristics, \*Performance Factors, \*Reading Skills, \*Visual Stimuli, \*Word Recognition

To investigate the development of the process whereby deaf Ss attend to the orthographic structure of written materials, the perception of words and letter sequences by 108 deaf and hearing Ss matched at three grade levels (grades 1, 2, and 4) of word reading was studied. Ss were shown three sets of structured/unstructured stimuli (such as "VUNS" and "NSUV") and were instructed to write down all or as much of the stimulus as they could after the cessation of the stimulus presentation. It was found that both the deaf and hearing Ss were influenced by orthographic structure at the earliest levels and that the hearing Ss showed no over-all superiority in this task. An additional finding that fourth grade level deaf Ss performed better than hearing Ss on unstructured items led to the conclusion that older deaf Ss had developed a compensatory skill permitting superior perception of unstructured items. (Author/LS)

ED 112 573 EC 073 767

Glidden, Laraine Masters

**Blocking and Instructions to Organize in the Free Recall and Subjective Organization of EMR Adolescents.**

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 75

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to light print of original document

Available from—Laraine Masters Glidden, Box 89, Teachers College, Columbia University, N.Y., N.Y. 10027

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adolescents, \*Cognitive Processes, \*Educable Mentally Handicapped, Exceptional Child Research, Intermediate Grades, \*Learning, \*Memory, Mentally Handicapped, Recall (Psychological), Secondary Education

Number of stimulus items presented together (one, three or five) and instructions to organize were studied in a multistage free recall experiment with 83 educable retarded adolescents. Results of individual sessions in which Ss were asked to recall 15 common words indicated that presentation of three stimuli together produced the highest subjective organization but that this blocking did not influence overall number of correct responses. Blocking did, however, extend the recency effect in the serial position curve. Instructions to organize resulted in neither higher organization nor more correct responses. (Author/CL)

ED 112 574 EC 073 768

Clements, J. E. Tracy, D. B.  
**The Effects of Tactile Vs. Verbal Reinforcement on Attention to Task and Arithmetic Accuracy of Emotionally Disturbed Boys.**  
Pub Date 75

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Attention Span, Behavior Change, \*Emotionally Disturbed, Exceptional Child Research, \*Intermediate Grades, \*Mathematics, \*Positive Reinforcement, \*Problem Solving, Success Factors

A study involving 20 emotionally disturbed boys (9- to 11-years-old) was conducted to determine the effects of tactile and verbal reinforcement on attention to task and accuracy. Ss were given arithmetic problems to work during 16 20-minute sessions under four conditions: tactile reinforcement (intermittent touch pressure applied to Ss shoulders as they worked); verbal reinforcement (intermittent praise by the teacher); a combination of tactile and verbal reinforcement; and control treatment (no reinforcement cues). At the end of each period, scores were calculated for each S on both attention to task and accuracy of performance. Results showed that the combination treatment was most effective in producing high attention to task and high accuracy in problem solving; that tactile and verbal reinforcement alone ranked second and third in effectiveness; and that combination, verbal, and tactile treatments were all superior to the control with the exception that verbal reinforcement alone failed to produce higher problem solving accuracy. (Author/SB)

ED 112 575 EC 073 769

Froman, Robin D. Owen, Steven V.  
**The Use of Contingent Reinforcement in Modifying Stuttering Behavior.**  
Connecticut Univ., Storrs.  
Pub Date 75

Note—9p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavior Change, Exceptional Child Research, Feedback, Graduate Students, Higher Education, \*Operant Conditioning, Program Effectiveness, Reinforcement, \*Social Influences, Speech Handicapped, \*Speech Therapy, \*Stuttering

Investigated with a 26-year-old male graduate student were the immediate and long-term effects of social reinforcement and feedback on the incidence of stuttering. The S's speech dysfluencies were recorded under baseline and intervention conditions in three settings: two classes the S taught and a weekly hour-long conversation period with peers. Reinforcement consisted of graphic feedback (histograms) of the percent decrease in disfluency (delivered immediately after each session) and verbal praise. Intervention was judged successful due to the 62 percent decrease in stuttering at the end of intervention, and a 95 percent decrease observed at the 3-month maintenance check. (LS)

ED 112 576 EC 073 770

Bray, Nanci M. Estes, Robert E.  
**Achievement Screening with Learning Disabled Children.**  
Pub Date 75

Note—41p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Achievement Tests, Elementary Education, Exceptional Child Research, \*Learning Disabilities, Test Results, \*Test Validity  
Identifiers—\*Peabody Individual Achievement Test

Two validity studies were made of the Peabody Individual Achievement Test (PIAT) with 152 learning disabled and 115 non-learning disabled children (ages from 7 to 10 years). In the first study, Ss' scores on the PIAT, California Achievement Test (CAT), and the Wide Range Achievement Test (WRAT) were correlated; in the second study scores on the PIAT and the Metropolitan Achievement Test (MAT) were correlated. Results indicated substantial validity when the PIAT was used with the WRAT, the CAT, or the MAT as criterion measures, with highest correlations observed between the PIAT and the WRAT and lowest correlations found for mathematics subtests. Results suggested the appropriateness of using the PIAT as a time saving individual assessment measure with learning disabled children because its format does not require writing answers or reading mathematics word problems. (DB)

ED 112 577 EC 073 771

Kosinski, Shae  
**A Model for Learning Disabilities as a Prerequisite to the Evaluation of a Prescriptive Instructional System.**  
Pub Date 75

Note—42p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Definitions, Elementary Education, Exceptional Child Research, \*Identification, \*Intelligence Quotient, \*Learning Disabilities, Perceptually Handicapped, Student Characteristics, \*Visual Perception

In an effort to examine the pragmatic effects of definitions of learning disabilities and identification procedures, information was gathered on the characteristics of 53 children (grades 1 through 7) who had been previously diagnosed as learning disabled. Results of tests such as the Wechsler Intelligence Scale for Children and the Illinois Test of Psycholinguistic Abilities were subjected to hierarchical grouping and discriminant analysis in an attempt to define similar characteristics separating the variables into the most homogeneous groups possible. Results indicated that intelligence and visual perceptual skills were the distinct roots differentiating the following groups: low intelligence factor with a severe visual perceptual problem, average intelligence factor with a severe visual perceptual problem, average intelligence factor with a low visual perceptual problem, and high intelligence factor with a moderate visual perceptual problem. Results suggested the need to reexamine identification procedures and differentiate educational prescriptions based on the group characteristics designated by the analysis. (DB)

ED 112 578 EC 073 772

Turner, Marguerite T. Watkins, Charlotte H.  
**A Three-Dimensional Approach to Learning Disabilities in the Secondary School.**  
Pub Date 75

Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Diagnostic Teaching, Exceptional Child Education, \*Identification, Instructional Materials, \*Intervention, \*Junior High Schools, \*Learning Disabilities, Parent Participation, Parent Role, Program Budgeting, \*Program Descriptions, Program Evaluation, Regular Class Placement, Team Teaching

Approximately 400 learning disabled (LD) junior high school students in eight schools were provided identification, diagnosis, and intervention services during 2 years of a program based on meeting students' needs for special help, mainstream success, and parental understanding. Program objectives included significant gains in language achievement, an increase in school attendance, and provision of information and counseling to parents. Among staff positions of the program were a speech and hearing specialist, a perceptual-motor specialist and the learning disa-

bilities teachers. The program involved referral, screening, diagnosis, intervention, and evaluation components. Evaluation indicated that significant improvements attributable to project intervention occurred in the areas of achievement test performance, self concept, and mainstream performance. Additionally, parents indicated strong support for the home involvement aspect. Identified were 15 program strengths (such as the team approach to diagnosis and remediation) and program problems such as classroom teachers who were unfamiliar with needs of the LD child. The total cost of the program was \$223,000 or \$320 per student during the first year (1972-73). (Appended are lists of instructional materials and equipment and diagnostic instruments used in the program.) (DB)

ED 112 579 EC 073 773

Day, Harvey Parnes, Robert  
**A Computer Based Simulation as an Alternative Teacher Training Strategy.**  
Pub Date 75

Note—4p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Class Management, \*Computer Assisted Instruction, Exceptional Child Education, \*Handicapped Children, \*Simulation, Student Teachers, \*Teacher Education, Teaching Methods

A computer based simulation program to provide teacher-trainees with practice in making pupil behavioral interventions has been developed using the cases of five hypothetical handicapped children. The trainee can choose to function in any of three modes: task or information sharing, intervention or control, or prevention aimed at keeping the pupil on-task. The simulation allows trainees to experience class management problems in a low-risk situation. (DB)

ED 112 580 EC 073 774

Fox, Lynn H.  
**Sex Differences: Implications for Program Planning.**  
Pub Date 75

Note—26p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). For related document, see EC 071 914

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Acceleration, Career Planning, Comparative Analysis, Exceptional Child Research, Females, \*Gifted, Grade 7, Junior High Schools, Males, \*Mathematics, Performance Factors, \*Program Planning, \*Sex Differences, Values, Vocational Interests

To determine possible implications of sex differences that might be useful for educators planning accelerated programs for mathematically gifted students, four measures of values and career-related interests were administered to three groups (totaling 78 Ss) of gifted seventh grade girls and boys. Results indicated that male Ss showed strong theoretical and investigative orientations compatible with scientific pursuits and academic acceleration in mathematics, that female Ss exhibited strong interests in social and aesthetic values and careers, and that female Ss were considerably less rejecting of "masculine" careers than were male Ss of "feminine" careers. It was also found that female Ss were characterized by feelings of conflict when presented with opportunities for educational acceleration in theoretical and investigative pursuits, suggesting that gifted girls should be taught by socially oriented female mathematicians, that their course content should relate theoretical mathematics to applied problems with a social interest appeal, that they should be offered career counseling that relates classroom experience to future jobs, and that special program opportunities for mathematically gifted adolescent girls should involve a sufficient number of female students to minimize feelings of social stigma associated with appearing "different" or "unfeminine." (LH)

ED 112 581 EC 073 775

Bepko, Raymond A. And Others  
**Curriculum Research and Evaluation: Implications for Personnel Training.**

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—BR-H63-0041A

Pub Date 75

Grant—OEG-32-42-1700-6018

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Curriculum Evaluation, \*Educable Mentally Handicapped, \*Exceptional Child Education, \*Information Utilization, \*Mentally Handicapped, \*Problem Solving, \*Rating Scales, \*Special Education, \*Student Evaluation, \*Teacher Evaluation

**Identifiers**—\*Social Learning Curriculum  
 Discussed are personnel issues in special education from the perspective of an observational evaluation of an experimental course of study, "Social Learning Curriculum," used with students in 17 intermediate (ages 9 to 14 years) classes for the educable mentally retarded. Included is the 60-item rating scale which was used to evaluate teachers and students for the curriculum objectives of critical thinking and independent action. Results are examined in terms of the curriculum model based on emergence of a problem, differentiation of elements, and integration of problem elements with new knowledge. Findings are seen to indicate a wide variation in the implementation of the curriculum and suggest the need for providing teachers with training in the process of implementation as well as the content of a new curriculum. (DB)

ED 112 582

EC 073 782

**Suggested Program Assessment Checklist.**

New York State Education Dept., Albany, Div. for Handicapped Children.

Pub Date [75]

Note—65p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Check Lists, \*Educational Programs, \*Equipment, \*Exceptional Child Education, \*Facilities, \*Handicapped Children, \*Program Evaluation, \*Services, \*Student Placement  
 Presented are program assessment checklists to be used as guides for planning, implementation, and improvement of educational programs for handicapped children. Separate checklist formats are provided for the following handicapping conditions: severely health and physically impaired; physically handicapped; visually handicapped; multiply handicapped; speech, language, and hearing handicapped and severely speech impaired; severely handicapped (deaf) and hearing impaired; learning disabled; emotionally and severely emotionally disturbed; and educable and trainable mentally retarded. Checklists are offered which identify strengths and weaknesses of several program components such as eligibility; assessment and placement; comprehensive programs and services; housing facilities; equipment, and materials; and educational programs. (SB)

ED 112 583

EC 073 783

**Position Papers of the American Association on Mental Deficiency 1973-1975.**

American Association on Mental Deficiency, Washington, D.C.

Pub Date [73]

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Child Advocacy, \*Civil Liberties, \*Drug Therapy, \*Exceptional Child Services, \*Guidelines, \*Mentally Handicapped, \*Normalization (Handicapped), \*Professional Associations, \*Wages

**Identifiers**—\*American Association on Mental Deficiency

Presented are the American Association on Mental Deficiency's position papers regarding the rights of retarded persons. Included are statements on the following topics: basic rights (such as freedom of choice and the right to the least restrictive individually appropriate housing); work by residents in private and public institutions (including right to compensation); protecting the lives of mentally retarded persons in cases involving the termination of life sustaining procedures; sterilization (including definitions of voluntary sterilization and legally incompetent persons); guardianship (including a discussion of the guardian's powers and duties); human rights review and protection boards; the right to habilitation (including an individualized program plan and compensatory rights); and the use of physical, psychological and psycho-pharmacological procedures to affect behavior of mentally retarded persons. (CL)

ED 112 584

EC 073 784

Levin, Joel R. And Others

**Strategies in Reading Comprehension 4: Pictures and Young Children's Learning from Oral Prose. Technical Report No. 328.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-328

Pub Date Feb 75

Contract—NE-C-00-3-0065

Note—22p.; Report from the Project on Conditions of School Learning and Instructional Strategies

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Educational Methods, \*General Education, Grade 1, \*Learning Modalities, Oral Communication, \*Primary Education, Projects, Prose, \*Reading Comprehension, Recall (Psychological), \*Research, \*Visual Stimuli

Several experiments involving approximately 130 6-year-old children were conducted to examine the effects of overt illustration on first graders' learning from oral prose. In all experiments, experimental Ss heard prose selections after or during which they illustrated selection content with plasticized figure cutouts and background scenes while control Ss copied or colored geometric forms during the illustration period. After hearing three or five passages, Ss orally recalled passage content and answered simple factual questions about each passage. Results showed that illustration facilitated prose learning only when the child was given the correct pieces for his illustration or had the illustration done for him. When children selected the pieces for each illustration out of a common pool of 20-30 cutouts, the illustration activity had either a negative or no effect. (Author/SB)

ED 112 585

95

EC 073 808

Long, Nicholas J. And Others

**Teacher Training in the Area of Emotionally Disturbed Children; Innovation Grant: Final 3-Year Program Evaluation and Research Report.**  
 American Univ., Washington, D.C. Dept. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Note—77p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Child Development, \*Emotionally Disturbed, \*Exceptional Child Education, Graduate Study, \*Higher Education, \*Interpersonal Competence, \*Performance Based Teacher Education, \*Program Descriptions, \*Program Evaluation, \*Special Education, \*Statistical Data, \*Teacher Education, \*Teacher Improvement

**Identifiers**—\*Final Reports

Evaluated was a 3-year graduate program to train teachers of emotionally disturbed (ED) children. The program's major goals were the acquisition of basic knowledge in special education and child development, the attainment of skills for professional teaching competence, and the development of deepened sensitivity to oneself and others. The training sequence involved an intensive learning experience (seminars and internships) and practicum experience in different activities (such as classroom teaching) at a therapeutic school for ED pupils. Before and after each academic year, three groups of eight students each were administered test batteries (measuring competencies, attitudes toward education, and interpersonality characteristics) along with two self-evaluation instruments. Results comparing pre- and post-program attitudes showed that trainees reported they felt less disturbed by overly aggressive behavior of children, increased their skill in decoding affective statements, tended to see others as less lovable and less competent, and checked a greater number of favorable adjectives when rating themselves. Follow-up interviews indicated that graduates felt the program provided the most effective training for those areas (personal sensitivity and behavior management) which they also considered most relevant. (Tables and figures are provided.) (SB)

ED 112 586

EC 073 809

Rieger, Norbert I. Devries, Alcon G.

**A New Professional for the Total Integrated Care of Children: The Child Mental Health Specialist.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Apr 75

Note—14p.; NIMH Grant No. MH-13426-02

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Child Care Occupations, \*Course Content, \*Educational Programs, \*Emotionally Disturbed, \*Exceptional Child Education, \*Higher Education, \*Junior Colleges, \*Mental Health, \*Practicums, \*Professional Training, \*Program Descriptions, \*Psychopathology, \*Specialists

**Identifiers**—\*Child Mental Health Specialist

Described is a 2-year program to train child mental health specialists (CMHS) in providing care services to normal and emotionally disturbed children. Training of the child care professional is seen to involve three major areas: parenting (becoming aware of and dealing with the feelings of the disturbed child), clinical management (understanding and responding to the child's behavior), and fundamental education (acquiring skills in teaching normal as well as abnormal children, assessing developmental stages, and remedying learning disturbances). A 2-year CMHS training program is cited which provides training for degree at three levels (art associate's, baccalaureate's, and master's). The trainee is reported to participate in supervised training in clinical settings with children presenting a broad range of psychopathology (such as schizophrenia and antisocial tendencies). Provided is a list of academic courses taught for each level of the training program. (SB)

ED 112 587

EC 073 812

Garrett, Charles W., Ed.

**Selected Research, Development and Organizational Needs of the Hearing Impaired.**

National Academy of Engineering, Washington, D.C. Committee on the Interplay of Engineering with Biology and Medicine.

Spons Agency—American Foundation for the Blind, New York, N.Y.; National Institutes of Health (DHEW), Bethesda, Md.

Pub Date May 73

Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Aurally Handicapped, \*Exceptional Child Research, \*Hearing Aids, \*Research Needs, \*Research Projects, \*Sensory Aids, \*State of the Art Reviews

**Identifiers**—\*Needs Assessment

Identified are research, development, and organizational needs regarding sensory aids for the hearing impaired. Discussion of the present status of sensory aids focuses on acoustic and nonacoustic aids and points out that practical long-term utility has been extremely limited. Described are organizational and planning needs such as demographic surveys, public information programs and sensory-aid centers, and research and development needs, such as quantification of residual perceptual capacity and evaluation of existing sensory aids. (LS)

ED 112 588

EC 073 813

**Selected Research, Development and Organizational Needs to Aid the Visually Impaired.**

National Academy of Engineering, Washington, D.C. Committee on the Interplay of Engineering with Biology and Medicine.

Spons Agency—American Foundation for the Blind, New York, N.Y.; National Institutes of Health (DHEW), Bethesda, Md.

Pub Date May 73

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Blind, \*Exceptional Child Research, \*Partially Sighted, \*Program Planning, \*Reading, \*Research Needs, \*Research Proposals, \*Sensory Aids, \*Technology, \*Visually Handicapped, \*Visually Handicapped Mobility

To stimulate research proposals, the report stresses the need for a comprehensive research and development program regarding sensory aids for the visually handicapped and describes 17 representative projects viewed as warranting immediate attention. The 17 projects are categorized in two different ways. In a brief summary section, projects are classified according to whether they relate primarily to organization and planning or to R and D needs. Provided in the next section is a more detailed description of short-term projects that may be expected to yield successful early results (including new reading and mobility aids for the blind and studies of



visual capabilities among the partially sighted) as well as long-term projects (involving broader research in such areas as vocational opportunities, public information programs, sensory aids centers, technological applications, and research on the reading process among sighted individuals). Also listed are 19 source documents said to define problems, to describe the current state-of-the-art, or to indicate organizations and people currently active in the field of sensory aids for the visually impaired. (LH)

ED 112 589 EC 073 814

McKay, Dixie

Parent Handbook: For Parents of Children Who Learn in Different Ways.

Oregon Association for Children with Learning Disabilities, Portland.; Oregon State Dept. of Education, Salem.

Pub Date Jun 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Child Rearing, Exceptional Child Education, Hyperactivity, Identification, \*Individual Activities, \*Learning Disabilities, \*Parent Role

Intended for parents of learning disabled children, the booklet provides suggestions for recognizing symptoms of a learning disability, child management, and activities to stimulate learning. Also included is information on hyperactivity, ways to work with the teacher and principal, and books or pamphlets about learning disabilities. (DB)

ED 112 590 EC 073 815

Reynolds, Maynard C., Ed.

Special Education in School System Decentralization. Report of a Conference.

Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-9-0336005-2452

Note—160p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Administration, Conference Reports, \*Delivery Systems, Equal Education, Exceptional Child Education, \*Handicapped Children, Regular Class Placement, \*Special Education, \*Urban Education

Presented are five papers and reactions of panel members from the 1973 conference on special education and decentralization sponsored by the Council of Great City Schools, Committee on the Education of Exceptional Children. R. Nystrom provides an overview of decentralization theory and process and suggests that reasons for the development of decentralization include a general distrust of professionals and the political and social aspirations of minority group members. Results of two studies are reported: the effects of decentralization on special education in two large urban school districts (E. Avery et al), and a survey of decentralization and special education in the Great City schools (N. Nash). M. Gittel focuses on the decision making process to distinguish political and administrative decentralization, and describes the impact of the process on such special education issues as mainstreaming and the right to education mandates. Discussed by M. Shedd are strategies and considerations involved in decentralizing the administration of special education in large city public schools. A conference summary is offered by E. Willenberg. Included in three appendices is information about decentralized and centralized school systems in such cities as Atlanta, Detroit, and Cleveland. (CL)

ED 112 591 EC 073 816

Fafard, Mary-Beth

Paraprofessionals in Special Education: Update Report.

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Pub Date 75

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Delivery Systems, Exceptional Child Education, \*Handicapped Children, Inservice Education, \*Junior Colleges, \*Literature Reviews, \*Paraprofessional School Personnel, \*Special Education, Surveys, Trend Analysis

Identifiers—Final Reports, \*Needs Assessment

The report on paraprofessionals in special education focuses on updating information on utilization and training and recommendations for future directions. Reported in the literature review (1973-75) is a continuing trend toward favorable reception and positive use of paraprofessionals in special education. From questionnaires (a sample is provided in Appendix A) mailed to directors of 12 community colleges involved in training paraprofessionals in programs for handicapped children, findings are reported in terms of types of programs; number of paraprofessionals being trained, graduated, and employed; and program highlights and changes. Workshops and conventions are seen to demonstrate that the paraprofessional is a successful part of the delivery of instruction to handicapped children. Also summarized are three critical areas which are needed in the training and utilization of paraprofessionals: organized dissemination of materials, management and training skills for professionals to work with paraprofessionals, and closer examination into training models for paraprofessionals to work with severely handicapped children. (SB)

ED 112 592 EC 073 817

Lavine, Eileen M., Ed.

Proceedings of National Conference on Housing and the Handicapped (September 10-12, 1974, Houston, Texas).

Goodwill Industries of America, Inc., Washington, D.C.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Div. of Developmental Disabilities.

Pub Date Sep 74

Note—70p.

Available from—Health and Education Resources, Incorporated, 9650 Rockville Pike, Bethesda, Maryland 20014 (\$2.00 prepaid)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Adjustment (to Environment), Conceptual Schemes, \*Conference Reports, Discriminatory Attitudes (Social), Exceptional Child Services, \*Handicapped Children, \*Housing, Housing Deficiencies, Models, Normalization (Handicapped), \*Physical Environment, Psychological Needs

Presented are proceedings from the first National Conference on Housing and the Handicapped (Houston, 1974) sponsored by Goodwill Industries to develop methods for improving housing facilities for the handicapped. E. Noakes's paper deals with such basic housing needs as homes planned for independent living to which services can be delivered and homes planned for congregate living with appropriate services provided inhouse. Responses to the topic from E. Weinrich and R. LaPierre cite prejudicial attitudes as major problems for the handicapped. Provisions of the Housing and Community Development Act of 1974 are related to the needs of the handicapped by M. Jackson, and responses to his address are given by L. Kirk and K. Arneson. Alternate housing models are reviewed, including programs in Fall River, Massachusetts, and Fargo, North Dakota. P. Roos proposes principles for normalizing the housing for handicapped people, including providing a range of options and minimizing obstacles. E. Florito and M. Thompson suggest ways to achieve the goal. Considered by J. Shover are responsibilities of public and private organizations in providing housing, and comments regarding her presentation are offered by C. Gueli and E. Leonard. Listed are recommendations adopted by four conference discussion groups. In the concluding address, A. Adams calls for a coalition to develop a national housing strategy. Included in four appendices are a list of conference participants and special provisions for the handicapped, disabled and elderly of the Housing and Community Development Act of 1974. (CL)

ED 112 593 EC 073 818

A Study of Public Communication Critical to Child Health Care. Final Report.

George Washington Univ., Washington, D.C. Biological Sciences/Communication Project.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—GW-BSCP-72-07R

Pub Date 6 Aug 72

Note—175p.; For the text of Freedman Report, see EC 032 612

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Attitudes, Child Care, Childhood, \*Drug Therapy, Exceptional Child Education, \*Hyperactivity, \*Information Dissemination, Questionnaires, \*Surveys

Identifiers—Freedman Report

A two-phase survey was conducted to examine the impact of the "Report on the Conference on the Use of Stimulant Drugs in the Treatment of Behaviorally Disturbed Young School Children" (Freedman Report) upon its intended audience. Questionnaires were mailed to professionals (in medicine, psychiatry, and education), public managers (for education and public health) and both randomly selected and concerned laymen (those who had requested information on hyperkinesia); the 1,673 returned questionnaires were evaluated for awareness of drug treatment and attitudes toward its use, dissemination and effect of the Freedman Report, and sources of information about hyperkinesia. Among the results were that most respondents were aware of drug treatment, that the Freedman Report was best known among professionals in medicine and least known among laymen, and that the principal source of information on child hyperkinesia was professional literature. Recommended were the development of a dissemination base and publication of future communications with design and appearance consistent with audience preference. (Included are figures such as a graph on the search for index medicus for journal articles and attachments including literature on hyperkinesia.) (SB)

ED 112 594 EC 073 819

Horejsi, Charles R. Berkley, Ann B.

Deinstitutionalization and the Development of Community Based Services for the Mentally Retarded Youth of Western Montana.

Montana Univ., Missoula. Dept. of Social Work.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 75

Note—104p.; See also EC 073 857

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Adjustment (to Environment), \*Community Resources, Exceptional Child Research, Group Living, Interviews, \*Mentally Handicapped, Parent Attitudes, Prevention, Social Services

Identifiers—\*Deinstitutionalization, Montana

Reported are findings and recommendations from the University of Montana's Project on Community Resources and Deinstitutionalization which were derived from interviews with 86 service providers and nine social workers and from surveys of 61 retarded persons and their parents. It is explained that service providers most frequently identified the need for sheltered living arrangements to prevent institutionalization and depopulate the institutions, and that social workers felt community education and greater resources would increase the level of community acceptance. Summarized are parental views on such topics as satisfaction with their child's living arrangement, lack of community services, and confusion over service terminology. Described are recommendations for such service aspects as planning, program development and service coordination (including the need for program goals to conform to the developmental model and normalization principles); advocacy; placement procedures (including participation in decision making by residents and their parents or advocates); and residential services (including development of aggressive program for foster home recruitment). (CL)

ED 112 595 EC 073 845

Moore, Caroline, Ed.

Preschool Programs for Handicapped Children: A Guidebook for the Development and Operation of Programs.

Oregon Univ., Eugene. Regional Resource Center for Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 74

Contract—OEC-0-9-472917-4591(608)

Note—77p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Curriculum, Educational Facilities, Evaluation Methods, Exceptional Child Education, Financial Support, \*Guidelines, \*Handicapped Children, Identification, Parent Counseling, \*Preschool Education, \*Program Planning, Program Proposals, Screening Tests, Self Improvement

Presented is a guidebook for school administrators, teachers, and parents on preschool programming for handicapped children. Chapters are included which discuss the following topics: screening procedures (five steps to secure community support); funding for school programs (acquiring funds from federal, state, and private sources); curriculum (model selection, individual child assessment, behavioral objectives, task analysis, curriculum evaluation, and materials selection); preschool program staffing (instructional competencies, certification and licensing, inservice training, staff composition, and staff selection); family programs (five steps to develop effective family program); facilities (facility planning, environmental variables, and architectural barriers); evaluation (defining goals and objectives, planning, data management, documentation, and feedback); and documentation and proposal writing. (SB)

ED 112 596

EC 073 846

Owens, Peggy

**Board of Cooperative Educational Services Hospital Teaching Program at the Upstate Medical Center. An Interim Report.**

State Univ. of New York, Syracuse. Upstate Medical Center.

Pub Date Nov 74

Note—27p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administration, \*Delivery Systems, Elementary Secondary Education, Exceptional Child Education, \*Hospitalized Children, Individualized Instruction, Program Budgeting, \*Program Descriptions, \*Program Effectiveness, \*Special Health Problems

Described is an instructional program that served approximately 125 hospitalized children in grades 1-12 during a 2-year period. Attention is given to the background and institutional climate, organization (including administration, staff, and physical facilities), operation (including objectives and strategies for individualized instruction), outcomes (such as providing an academic program which allows the child to keep up with his nonhospitalized peers) and limitations (such as inability of some students to participate), the need for further evaluation of program effectiveness, and future priorities in such areas as program funding and expansion of services. (LH)

ED 112 597

EC 073 847

Warren, Bruce L. Ferman, Patricia Ryan  
**Analysis of Agency Placement of Handicapped Children. Volume 1. Final Report.**

Eastern Michigan Univ., Ypsilanti. Dept. of Sociology.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—OCD-CB-289

Pub Date Jul 74

Note—125p.; For volume 2 see EC 073 848

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Adoption, \*Agency Role, \*Delivery Systems, Exceptional Child Research, \*Handicapped Children, Questionnaires, Social Services, \*Social Work, State Surveys

Presented is Volume 1 of a final report on a project to determine policies likely to result in maximized adoptive placements for mentally, emotionally, or physically handicapped children. It is explained that 205 foster care and adoption workers and 79 agency directors in six states (Indiana, Michigan, Ohio, Alabama, Georgia, and North Carolina) were surveyed concerning their current practices. The project's background goals, methodology, and research techniques are described; and a detailed analysis is provided of such aspects as the agencies' attitudes, procedures, and programs for placing handicapped children as well as the characteristics, attitudes, and interaction patterns of four categories of adoption workers or supervisors. (LH)

ED 112 598

EC 073 848

Warren, Bruce L. Ferman, Patricia Ryan  
**Analysis of Agency Placement of Handicapped Children. Volume 2. Final Report.**

Eastern Michigan Univ., Ypsilanti. Dept. of Sociology.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—OCD-CB-289

Pub Date 74

Note—103p.; For volume 1 see EC 073 847

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Administrative Policy, \*Adoption, \*Agencies, Changing Attitudes, \*Delivery Systems, Exceptional Child Research, Family (Sociological Unit), \*Handicapped Children, \*Information Utilization, Public Opinion, Research Needs, Social Services

Presented is Volume 2 of a final report on a project to determine current practices and policies likely to result in maximized adoptive placements for mentally, emotionally, or physically handicapped children. Data on families that adopted handicapped children are analyzed, two methods for disseminating project findings (a placement workshop and a handbook for child welfare workers) are described, and recommendations are offered for improving community education and for modifying agency and governmental policies related to service delivery. In a concluding chapter, 19 major project results (including findings that prior experience with handicapped individuals significantly and positively affected a family's willingness to adopt a handicapped child) are summarized and evaluated, and future research needs are suggested. Appended are copies of the questionnaires sent to agency directors and to workers. (LH)

ED 112 599

88

EC 073 849

Will, Patricia, Ed.

**Home and Family Living Laboratory Curriculum Guide. 1975 Developmental Edition.**

Saint Paul Public Schools, Minn. Home and Family Living Lab.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.—33-72-7082

Pub Date 75

Note—357p.

EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage

Descriptors—Consumer Education, \*Curriculum Guides, \*Daily Living Skills, Educable Mentally Handicapped, Exceptional Child Education, \*Home Economics, Leisure Time, \*Mentally Handicapped, \*Normalization (Handicapped), Secondary Education, Trainable Mentally Handicapped

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Presented is the curriculum guide from the Home and Family Living Laboratory, a project of the Child Development Center (St. Paul, Minnesota) which serves educable mentally retarded and trainable mentally retarded teenagers and young adults. It is explained that the laboratory setting is a house (next to the school building) which accommodates 12 students, and that the purpose of the program is to facilitate transfer of home maintenance and home economics skills to a real life situation. Introductory information includes: a history of the project, a description of mainstream (association with non-handicapped students) aspects of the program, take-home activities coordinated with each curriculum unit, and a guide for media to be used with each unit. Seven curriculum units cover the following topics (with sample objectives in parentheses): living in a neighborhood (understanding the rights and responsibilities of a property owner); money and the consumer (locating the price tag on an item); personal needs within the family (learning grooming and meal management); interior home care and planning (vacuuming); home maintenance (raking leaves); home emergencies (handling home fires); and leisure time (participating in games and hobbies). Provided for each unit are objectives, learning activities, vocabulary, teaching aids/resources, related academic objectives, and evaluative criteria. (LS)

ED 112 600

16

EC 073 850

Persellin, Leo E.

**Electronic Assembly Self-Instructional Training System for the Deaf: Documentary Report.**

TRW Systems Group, Redondo Beach, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date Dec 70

Contract—OEC-0-8-001920-3321(019)

Note—99p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Aurally Handicapped, Exceptional Child Education, \*Individualized Instruction, Job Skills, \*Program Descriptions, Program Development, \*Programed Instruction, Pro-

gram Effectiveness, Secondary Education, Teaching Methods, \*Vocational Education

Reported are the origins, development, and preliminary evaluation of a self-instructional training system to prepare deaf high school students for entry-level electronic assembly jobs in industry. Description of the training system focuses on the following topics: the instructional concept on which the system is based; the method of instruction (including samples from program texts and filmstrips); the seven learning objectives (such as mechanical assembly and component installation); and administrative characteristics (such as length of the curriculum and teacher requirements). In a section on development of the training system, antecedents of the project (such as a World War II training program) are discussed, and a chronology of project development is provided. Preliminary evaluation involving developmental testing and on-site tryout of prototype materials with approximately 85 hearing impaired students is said to have yielded findings that the program results in achievement of the specified learning objectives, allows for adaptation to individual differences, stimulates peer-tutor relationships, can be highly motivating, requires full-time administration by teachers and is based on a valid instructional model. (LS)

ED 112 601

EC 073 851

Cohen, Bernard And Others

**Do Hyperactive Children Have Manifestations of Hyperactivity in Their Eye Movements?**

Mount Sinai School of Medicine, New York, N.Y.

Pub Date Apr 75

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975); Supported by The Health Research Council of New York

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Behavior Patterns, Child Development, Emotionally Disturbed, Exceptional Child Research, \*Eye Movements, \*Eyes, \*Hyperactivity, \*Perceptual Motor Coordination, Problem Solving, \*Vision Tests

Identifiers—\*Electrooculography

A study involving 18 hyperkinetic children (from 3- to 12-years old) was conducted to test the hypothesis that hyperactive children manifest the same type of hypermotility in their eyes as in the rest of their body. Ss were observed under a series of test conditions (including manual problem solving) which elicit short and long periods of fixation, pursuit movements, small and large saccadic movements (rapid, involuntary jumping of the eyes from one fixed point to another); and optokinetic nystagmus (rapid involuntary oscillation of the eyeballs); and eye movements were measured by electrooculography. In comparison to controls, hyperkinetic Ss were generally unable to hold their eyes steady either in direct forward or in lateral gaze; Ss tended to continue to use combined head and eye movements at a later age when problem-solving; and Ss tended to have more saccadic movements to non-target areas during pursuit. (Graphs are provided.) (SB)

ED 112 602

EC 073 852

Kinsbourne, Marcel

**Hyperactivity.**

Pub Date 75

Note—14p.; Paper based on a presentation to the Heinz Seminar at the Annual Meeting of the Canadian Paediatric Association (Toronto, Ontario, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Attention Span, \*Behavior Patterns, Conference Reports, \*Drug Therapy, Emotional Problems, \*Etiology, Exceptional Child Education, \*Hyperactivity, Motor Development, Nutrition, Social Adjustment

Hyperactivity in children is explained in relation to behavioral characteristics, precipitating factors, and stimulant medication therapy. The basic mechanism of hyperactivity is seen to be impulsive style in motility, attention, and socialization. Problems caused by impulsivity are noted to include feeding problems, school difficulties, and peer alienation. Two factors are reported to precipitate hyperactivity which are emotional (stress) and chemical (food additives). The use of stimulant medication therapy is discussed in terms of goals; type and advantages

of drug chosen; dosage; when to stop medication; and effects on growth, appetite, and sleep. (SB)

**ED 112 603** EC 073 853

Gallagher, James J., Ed.

**The Application of Child Development Research to Exceptional Children.**

Council for Exceptional Children, Reston, Va.

Pub Date 75

Note—394p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$12.00)

**Document Not Available from EDRS**

Descriptors—Aurally Handicapped, \*Child Development, Communication Problems, Concept Formation, Emotionally Disturbed, \*Exceptional Child Education, Family (Sociological Unit), Gifted, Intervention, Language Development, Learning, Learning Disabilities, Mentally Handicapped, Perception, \*Research Reviews (Publications), Sexuality, Visually Handicapped

Fourteen research reviews are presented in two sections: child development research (seven papers) and the application of the research to exceptional children (seven papers). Topics discussed in Section I are language acquisition by Kenneth Ruder, William A. Bricker, and Charlotte Ruder; perception by James J. Gallagher; concept formation by Irving Sigel; learning by Harold W. Stevenson; family relationships by Earl S. Schaefer; identification and sex role by Nicholas J. Anastasiow and Michael L. Hanes; and children's response to intervention programs by Merle B. Karnes and James A. Teska. Section 2 covers the topics of children with intellectual superiority by Catherine B. Bruch; children with intellectual subnormality by James W. Moss and D. Luisa Mayer; children with learning disabilities by Jeanne McRae McCarthy; children with social and emotional problems by Frank H. Wood; children with visual handicaps by Richard G. Umsted; children with hearing impairments by Doin E. Hicks; and children with communicative disorders by Doris J. Johnson. Also provided are an index of names and a subject index. (SB)

**ED 112 604** EC 073 854

Crockett, Darlene Guthrie, Larry F.

**A Comparison of Self-Concept Between EMR and Non-EMR Students.**

Pub Date Jun 75

Note—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Educable Mentally Handicapped, Exceptional Child Research, \*Intelligence Quotient, Junior High Schools, Mentally Handicapped, \*Reading Ability, Secondary Education, \*Self Concept

The self-concept of 20 educable mentally retarded (EMR) junior high school boys in special classes was compared to that of 20 non-EMR junior high school boys in regular classes. Two self-concept scales (the Piers-Harris Children's Self Concept Scale and the "How I See Myself" Scale by I. Gordon) were used as measurement instruments. Also collected and compared were Ss' IQ scores and reading grade levels. The results of the study indicated that EMR Ss had more negative self-concepts than non-EMR Ss; however the differences were not significant. Correlations with self-concept and reading were positive but low, however there was no relationship between IQ and self-concept among the EMR students. There was a high positive relationship between IQ and self-concept among non-EMR students and a low positive relationship between reading and self-concept. (Author/LS)

**ED 112 605** EC 073 856

Lawhon, Del. Comp. Thornton, Linda, Comp.

**An Annotated Catalog of Visual Materials Relating to the Identification and Management of Handicapping Conditions of Preschool Children.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Appalachian Regional Commission, Washington, D.C.

Pub Date Jun 75

Note—168p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Audiovisual Aids, Catalogs, Exceptional Child Education, Films, \*Handicapped Children, Identification, \*Preschool Education, \*Resource Guides, \*Teacher Education, Video Tape Recordings

Identifiers—\*Appalachia

Presented is a catalog of 232 visual materials (films, slides, or videotapes) relating to identification and management of handicapping conditions of preschool children. Section I contains information on 118 visuals including title, type, length, production date, producer, distributor, cost, an evaluative summary, audience, and sources in the Appalachian area. Annotated visuals are also indexed alphabetically by title and categorically under the following headings: autism, Down's Syndrome, emotionally disturbed, hearing impaired, informational, instructional, language, learning disorders, mental retardation, physical and neurologically handicapped, visually impaired, and testing and assessment. Section II lists unreviewed visuals alphabetically by title within categories (such as films and videotape), and only title and distributor for each entry is given. (SB)

**ED 112 606** EC 073 857

Horejsi, Charles R.

**Deinstitutionalization and the Development of Community Based Services for the Mentally Retarded: An Overview of Concepts and Issues.**

Montana Univ., Missoula. Dept. of Social Work. Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 75

Note—64p.; See also EC 073 819

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Community Resources, Exceptional Child Research, Institutional Environment, \*Mentally Handicapped, \*Normalization (Handicapped)

Identifiers—\*Deinstitutionalization

Presented is an overview of issues and concepts related to deinstitutionalization and the development of community based services for the mentally retarded. Explained are distinctions between mental retardation and developmental disabilities, and between decentralization, deinstitutionalization and institutional reform. Forces in the deinstitutionalization movement are analyzed, including normalization and legal action. Resistance by parents and economic interests are said to be among barriers to deinstitutionalization. Elements of a comprehensive service system, including adherence to a developmental model are considered, and comprehensive system services such as family support and child development services are described. Given are examples of deinstitutionalization efforts in Connecticut, Nebraska and California. Approaches to deinstitutionalization in rural areas receive special consideration. (CL)

**ED 112 607** EC 073 874

Grove, Richard

**The Arts and the Gifted.**

Council for Exceptional Children, Reston, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—NE-C-00-4-0004

Note—54p.; Proceedings from the National Conference on Arts and Humanities/Gifted and Talented (Spearfish, South Dakota, October 1974)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Art, Conference Reports, \*Creative Expression, Dance, \*Educational Programs, Exceptional Child Education, \*Gifted, Literature, Music, \*Talent Identification

Presented are the proceedings from the National Conference on Arts and Humanities/Gifted and Talented. Included are reports and presentations with the following titles: "A Temporary Community" (the development of the conference); "The Arts and the Gifted: A Stereoscopic View" (identification of the gifted/talented population); "What's To Be Done?" (the use of literature, music, film, theatre, the visual arts, and dance programs in the schools); "The Transformation of the Schools" (arts and human learning programs for the entire school population) by Harold Taylor; "Humanizing the Humanizers" (ten proposals to consider in organizing a youth orchestra) by Murry Sidlin; "Jazz and the Schools" (the relationship of jazz to American culture, high schools, and future curriculum) by Nat Hentoff; and "The Arts and Humanities—What Is Most Human" (programs for gifted and career education) by Virginia Y. Trotter. Appendixes are provided on the conference program, workshop leaders and coordinators, speakers, and government representatives. (SB)

**ED 112 608** 88 EC 073 889

**Indiana Study of Special Education Needs and Programs; Phase I Report, Volume 1.**

Indiana State Dept. of Public Instruction, Indianapolis; La Porte Community School Corp., Ind.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Feb 75

Note—70p.; For related information, see EC 073 890; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Personnel, \*Delivery Systems, Exceptional Child Education, \*Handicapped Children, \*Incidence, \*Special Education, \*State Surveys, Statistical Data

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Indiana, Needs Assessment

Summarized are data gathered during phase I of a state survey of administrators, funded under Title III, to determine the number of handicapped children receiving or in need of special education services in Indiana. The following are among survey results highlighted in the first chapter: 19,061 pupils were estimated by public school principals to need placement in appropriate special education programs; approximately 82,815 exceptional students were estimated to be receiving special services during 1973-74; and respondent principals viewed lack of parental cooperation, labeling of students, time lag between formal referral and final placement, and inadequate special education facilities and personnel as major problem areas in providing needed services. Presented in chapters 2 and 3 are a detailed description of survey methods and an analysis and summary of the data gathered. Discussed in an addendum are reasons underlying different estimates of prevalence among children with various exceptionalities. (LH)

**ED 112 609** 88 EC 073 890

**Indiana Study of Special Education Needs and Programs; Phase I Report, Volume 2.**

Indiana State Dept. of Public Instruction, Indianapolis; La Porte Community School Corp., Ind.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Feb 75

Note—202p.; For related information, see EC 073 889; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Personnel, \*Delivery Systems, Exceptional Child Education, \*Handicapped Children, \*Incidence, \*Special Education, \*State Surveys, Statistical Data

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Needs Assessment

Presented are nine appendices to a state survey, funded under Title III, to determine the number of handicapped children receiving or in need of special education services in Indiana. Included are a description of survey objectives and procedures, 17 tables of data by region and community type, and copies of school principals' suggestions for improving special education services and programs. (LH)

**ED 112 610** EC 080 034

Brown, Jerome D., Ed.

**Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.**

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 75

Note—169p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Administration, \*Aurally Handicapped, \*Educational Programs, Elementary Secondary Education, Exceptional Child Education, \*Guidelines, Hearing Conservation, State Departments of Education, \*State Programs

Identifiers—\*Iowa

Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educa-



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tional programing for hearing impaired (HI) pupils. Part 1 consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and definitions; methods of providing programs and services; district and area responsibilities; planning; services and program management; personnel; facilities; materials and equipment; program review; public participation; and finance. In Part 2 specific interim procedures in the 10 division areas are outlined for hearing conservation services and education of HI pupils. Appendixes to Part 2 include a list of suggestions for helping the hard of hearing child in the school room, and various record and report forms. Part 3 provides the following reference materials: lists of referral agencies and professional organizations; chapters from the school laws of Iowa on topics such as school for the deaf and compulsory education; and American Speech and Hearing Association guidelines regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

**ED 112 611** EC 080 035

*Segal, Julius, Ed. And Others*

**Research in the Service of Mental Health: Report of the Research Task Force of the National Institute of Mental Health.**

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-ADM-75-236

Pub Date 75

Note—469p.; For summary report see EC 080 036

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. ADM-75-236)

**EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage**

Descriptors—Alcoholism, Behavior Patterns, Biological Influences, Drug Abuse, \*Emotionally Disturbed, Exceptional Child Education, Information Dissemination, \*Mental Health, Psychological Characteristics, \*Psychological Services, \*Research Reviews (Publications), Social Adjustment, Social Influences, Therapy

Presented is a detailed account of the findings and recommendations of the National Institute of Mental Health (NIMH) Task Force on Research in the Service of Mental Health. Included are 15 chapters with the following titles: "Purpose and Organization of the Research Task Force", "An Organizational History of the NIMH Research Programs", "NIMH Support of Research Activities—An Overview", "Basic Research I—Advances in Knowledge of the Biological Processes Underlying Behavior", "Basic Research II—Advances in Knowledge of the Psychological Processes Underlying Behavior", "The Basic Research Activities of NIMH", "Research on Mental Illness and Behavior Disorders", "Research on Alcohol Abuse and Alcoholism", "Research on Drug Abuse", "Research on Social Problems", "Research on Treatment of Mental Disorders", "Research on Mental Health Services", "The Dissemination and Use of Research Information", and "The Administration and Organization of NIMH Research Programs." Also provided are charts, tables, graphs, and a list of members of the coordinating committee, study groups, and panel of research consultants. (SB)

**ED 112 612** EC 080 036

*Segal, Julius, Ed. Boomer, Donald S., Ed.*

**Research in the Service of Mental Health: Summary Report of the Research Task Force of the National Institute of Mental Health.**

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-ADM-75-237

Pub Date 75

Note—107p.; For the complete report see EC 080 035

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. ADM-75-237)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Alcoholism, Behavior Patterns, Biological Influences, \*Emotionally Disturbed, Exceptional Child Education, Information Dissemination, \*Mental Health, Psychological Characteristics, \*Psychological Services, \*Research Reviews (Publications), Social Adjustment, Social Influences, Therapy

Presented is a summary of the findings and recommendations of the National Institute of Mental Health (NIMH) Task Force on Research in the Service of Mental Health. Research is discussed on topics which include background and organization of NIMH research programs; biological, psychological, and sociocultural influences on behavior; role and support of basic research; mental illness and behavior disorders; critical developmental periods; alcohol abuse and alcoholism; drug abuse; social problems; mental disorders and emotional disturbances; treatment needs and mental health services; and dissemination and use of research results. Common report themes are noted which are pervasive substantive needs (such as more information on preventive factors), pervasive needs in the interest of continued research (such as improved methodologies), the need to broaden the use of research findings, the need for synthesis and integration, and the need for better communication and coordination. Provided is a list of members of the coordinating committee, study groups, and panel of research consultants. (SB)

**ED 112 613** EC 080 038

*Proger, Barton B., Comp.*

**Trends and Patterns in Achievement Test Results and Baseline Expectancy Data for Future Performance: Programs for Emotionally Disturbed Children, Physically Handicapped Children, Learning Disabled Children, and Children with Minimal Brain Injury. Annual Program Evaluation Report 1973-1974.**

Pub Date Mar 75

Note—278p.

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

Descriptors—\*Academic Achievement, Age Differences, Elementary Secondary Education, \*Emotionally Disturbed, Exceptional Child Research, Expectation, Intelligence Level, \*Learning Disabilities, \*Minimally Brain Injured, \*Physically Handicapped, Program Evaluation, Statistical Data

Identifiers—Pennsylvania (Montgomery County), \*Stanford Achievement Test

Summarized are the results of testing (Stanford Achievement Test) during 1973-74 in four Montgomery County, Pennsylvania programs for handicapped children: physically handicapped, emotionally disturbed, minimally brain injured, and learning disabled. The study attempted to establish realistic expectancy levels of performance for children at various ability and levels within each program. It is explained that within each program, the children were stratified into the following subgroups: individual intelligence test verbal scores, global age levels (elementary versus secondary), specific age levels, and entry levels (pretest scores). Reported are results showing achievement patterns ranging from less than half a year to somewhat less than a full year for each year of instruction. (The major portion of the document consists of tables detailing achievement test results.) (DB)

**ED 112 614** EC 080 039

*Henry, Joan*

**Specialized Vocational Training Program Development. Final Report.**

Bristol Township School District, Pa.

Report No.—R-17-5009

Note—369p.

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**

Descriptors—Child Care, \*Curriculum Guides, \*Educable Mentally Handicapped, Exceptional Child Education, Home Economics, Job Skills, Mentally Handicapped, \*Nonprofessional Personnel, \*Prevocational Education, School Services

Identifiers—Pennsylvania (Bristol)

The final report of the Bristol Township School District (Pennsylvania) training program for the educable mentally retarded presents instructional units for the areas of preschool education, child care, shipping and receiving, maintenance and food services. It is explained that the project uses school service personnel to supervise students in vocational training situations within the school. Classroom teachers are said to use the manual to help students understand the roles of service personnel. Each unit is color coded and contains daily lesson plans with information on general concepts, behavioral objectives, readings experiences, learning experiences, and student activities. Also provided are separate student activity sheets which can be reproduced for classroom

use. Examples of lessons are awareness of body parts and safety on the playground (teaching the preschooler unit); growth and development in early childhood (child care unit); safety aspect of lifting and stacking procedure (shipping and receiving unit); using a time card and ordinary outside house maintenance (maintenance unit); and kitchen equipment (food services unit). (CL)

**ED 112 615** EC 080 054

*Zweig, Herbert M.*

**Interdisciplinary Team Functioning: A Case Team Approach to Habilitation in a Residential Facility for the Mentally Retarded.**

Willowbrook Developmental Center, Staten Island, N.Y.

Pub Date Jan 75

Note—38p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Conceptual Schemes, Exceptional Child Services, \*Information Systems, \*Interdisciplinary Approach, \*Mentally Handicapped, Models, \*Residential Programs

Detailed are the functions, structure, and relationship to data gathering systems of an interdisciplinary team habilitation approach in a residential center for mentally retarded persons. Deficiencies of the system currently in operation at Willowbrook Developmental Center (New York) are reviewed. It is explained that suggested reorganization is based on the case team approach with each member designated case manager for certain residents. Stages of team functioning are described, and an individual case is traced through the four stages (case team assessment, treatment team consolidation, program implementation, and resident evaluation). Also considered are such implementation factors as provision for case review, participation by therapy aides on case teams, and strategies for phasing in the new system. (CL)

**ED 112 616** EC 080 069

*Metz, A. Stafford And Others*

**Study of Excess Costs of Educating Handicapped Pupils.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NCES-75-223

Pub Date 75

Note—53p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Costs, Exceptional Child Research, \*Expenditure Per Student, \*Financial Policy, \*Handicapped Children, Questionnaires, Special Education, State Programs, \*State Surveys, Tables (Data)

Reported are findings from a survey of eight state education agencies on the excess cost of educating handicapped children. Among findings presented are that no state surveyed has all the data required for a detailed analyses of excess costs; few states maintained a detailed accounting system for special education programs; few provided cost information on institutionalized children under the care of other state agencies; and prevalence estimates of various handicapping conditions varied widely. Major types of problems with survey data are summarized for each state. Provided are tables depicting the costs of special education (including salaries of teachers, administrators, specialists and paraprofessionals) compared to the costs of regular education for each state. Emphasized is the need for a uniform data system for analysis of excess costs of educating handicapped children. Appended is a sample questionnaire submitted to the surveyed states. (CL)

**ED 112 617** EC 080 082

*Stern, Sheldon B.*

**Educational Program for Pediatric Inpatients at the Geisinger Medical Center. Revised.**

Pub Date Apr 75

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Exceptional Child Education, \*Hospitalized Children, \*Program Descriptions, \*Special Health Problems

Identifiers—Geisinger Medical Center

Described is the educational program for pediatric inpatients at Geisinger Medical Center (Pennsylvania). It is explained that the program involves a full time special education teacher, permission from parents, and close coordination

with the students' home schools. Covered in outline form are such program aspects as purpose, needs, attainable goals, objectives-activities, resources required, and evaluation criteria. Appendixes comprise the major portion of the document providing detailed information dealing with such aspects as the arts program, the educational prescription form, and evaluation criteria. (DB)

**ED 112 618** EC 080 083  
Allen, Jerry C.

Overview of the Georgia Reading Research Program: Special Reading Instructional Procedures for Mentally Retarded and Learning Disabled Children.

Georgia Univ., Athens.  
Spans Agency—National Inst. of Education (DHEW), Washington, D.C.  
Bureau No.—202340

Pub Date 75  
Grant—OEG-0-71-4157(607)

Note—15p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975).

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Educational Objectives, Exceptional Child Education, Learning Characteristics, \*Learning Disabilities, Mentally Handicapped, Reading, Reading Comprehension, \*Reading Skills, Task Analysis, \*Teaching Methods

Reported is the development of instructional procedures to teach learning disabled and mentally handicapped children reading skills, based on their particular verbal learning and language characteristics. Focused on is the development of prototypes of teaching procedures based on cross connecting the learning, language, and reading domains. Detailed are the following steps of prototype development: specifying a behaviorally stated instructional objective for the reading skill, identifying the aspect of learning or language involved in the instructional objective, identifying the independent variables which influence that aspect of learning or language, and expressing variants of the independent variables as teaching procedures. It is explained that prototypes have been developed for teaching the following 13 reading skills: identifying main ideas and supporting ideas, identifying word meanings from context, learning word meanings-synonyms, learning word meanings-homonyms, learning word meanings-concepts, learning sight vocabulary, learning word meanings-compounds, learning word meanings-affixes, recalling and comprehending sentences, learning through sentences, learning through connected discourse, directions, and identifying main ideas and supporting ideas in connected discourse. (Author/DB)

**ED 112 619** EC 080 084

Baker, G. P. Raskin, L. M.  
Kinetic-Family-Drawing of Kindergarten and First Grade Children with Delayed Perceptual and Motor Development.

Pub Date 75  
Note—8p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975).

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Body Image, \*Emotional Problems, Exceptional Child Research, Family Attitudes, \*Learning Disabilities, Projective Tests, \*Psychological Evaluation, Self Concept, \*Withdrawal Tendencies (Psychology)

Identifiers—\*Kinetic Family Drawings  
Kinetic-Family-Drawings were obtained from 50 kindergarten or first grade children with delayed perceptual and/or motor development and 50 controls to investigate the effectiveness of this instrument as a measure of socio-emotional dimensions of high risk low achievers. Each child was asked to draw each member of his family (including himself) actively doing something. Drawings were scored on the criteria of isolation, bodily concerns, and rivalry. Results indicated that Ss having delayed development were differentiated from controls by a greater sense of isolation and bodily concern. Rivalry was not a significant discriminator. (Author/DB)

**ED 112 620** EC 080 085

Berman, Allan  
Incidence of Learning Disabilities in Juvenile Delinquents and Nondelinquents: Implications for Etiology and Treatment.

Pub Date 75

Note—7p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975).

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Delinquency, Exceptional Child Research, Incidence, \*Learning Disabilities, \*Testing

Investigated was the incidence of learning disabilities in juvenile delinquents at a Rhode Island Training School. Ss and nondelinquent controls were administered the Halstead-Reitan battery of measures including the Wechsler Intelligence Scale, the Wide Range Achievement Test, and tests of sensory imperception. Results found the five predictors utilized (Verbal IQ, Performance IQ, Halstead's Impairment Index, the Trailmaking Test Part A, and the Trailmaking Test Part B) discriminated significantly between delinquent and nondelinquent groups with 87 percent of the delinquents and 78 percent of the controls being correctly classified as a result of the five neuropsychological indexes. The most powerful individual predictors were the Performance IQ and the Impairment Index. (DB)

**ED 112 621** EC 080 086

Collette-Harris, Martha Minke, Karl A.  
A Behavioral Experimental Analysis of Dyslexia.

Pub Date 75  
Note—26p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975); Best copy available.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Behavior Change, \*Dyslexia, Exceptional Child Research, Learning Disabilities, \*Operant Conditioning, \*Remedial Reading, \*Teaching Methods

Identifiers—\*Staats Action Reading Technique  
Two groups of six children (aged 9 and 10 years) were given either traditional remedial reading treatment or behavioral therapy consisting of the Staats motivated Action Reading Technique. The method involved positive reinforcement for correct responses during three phases of instruction: individual word phase, oral reading phase, and silent reading and comprehension phase. Both dyslexic and non-dyslexic Ss receiving the behavioral intervention significantly improved in reading achievement to approximately the same degree, and the dyslexic Ss improved in several perceptual and attentional measures as well. Results supported the theory that dyslexia can be viewed as a function of deficient learning history. (Author/DB)

**ED 112 622** EC 080 087

Currie, Winifred  
Proposing a Model Assessment and Intervention Program for Learning Disabled Adolescents in a Typical School Population.

Pub Date 75  
Note—25p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975).

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Exceptional Child Research, \*Incidence, \*Intervention, Junior High Schools, \*Learning Disabilities, \*Reading Difficulty, \*Screening Tests

Identifiers—\*Currie Milonas Screening Test  
Reported are results of screening over 1,000 eighth or ninth grade students for learning disabilities, and suggested is an intervention program utilizing available local resources. The Currie-Milonas Screening Test is described as consisting of eight subtests to identify problems in the basic skills of reading, writing, language, or mathematics. Results indicated that 19.8 percent of eighth graders, 18.1 percent of ninth graders, and 28 percent vocational education ninth graders were reading at the fourth grade level or below. Proposed is an intervention program involving classroom teachers, reading teachers, remedial reading specialists, remedial math specialists, learning disabilities specialists, supplemental clinical tutorial services, or referral to special day or residential schools. (Author/DB)

**ED 112 623** EC 080 112

Gromme, Roy O.  
Me and My Environment Formative Evaluation Report Four: Assessing Student Abilities and Performance.

Biological Sciences Curriculum Study, Boulder, Colo.

Spans Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Bureau No.—1520-75

Pub Date May 75  
Grant—OEG-0-9-152075-3720(032)

Note—36p.; For related information, see EC 061 290, EC 061 291, EC 061 292, EC 061 293, and EC 071 063.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Biology, Curriculum Design, \*Curriculum Evaluation, Drug Education, Ecology, \*Educable Mentally Handicapped, Exceptional Child Education, \*Instructional Materials, Mentally Handicapped, \*Program Effectiveness, Secondary Education, Skill Development, \*Student Evaluation, Teaching Methods

Presented is the fourth in a series of formative evaluation reports on "Me and My Environment", a 3-year environmental sciences program for 13- to 16-year-old educable mentally handicapped (EMH) children. The rationale and standards for monitoring instructional effectiveness are explained, and student performance is reported on field tests of items assessing instruction in Units 1 ("Exploring My Environment"), 2 ("Me as a Habitat"), and 3 ("Energy Relationships in My Environment"). Described is a small-scale field test in which techniques of observing, describing, comparing and ordering objects were taught to 14 EMH students through the use of stereograms and viewers. Discussed are the implications for curriculum development of a survey of 235 EMH adolescents concerning their attitudes toward and use of tobacco, alcohol, and unprescribed drugs. Four abstracts of studies on the functional abilities of EMH students are provided, and comments are offered relating findings about cognitive abilities and students' manipulative skills to curriculum development. (LH)

**ED 112 624** 88 EC 080 171

Khatena, Joe  
Project Talented and Gifted First Evaluation Report: ESEA Title III Region II.

West Virginia State Dept. of Education, Charleston.

Spans Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74  
Note—75p.; See EC 080 172 for the second project evaluation; Best copy available

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Creativity, \*Demonstration Projects, Exceptional Child Research, \*Gifted, Measurement Techniques, Parent Attitudes, \*Program Descriptions, \*Program Evaluation, Staff Improvement

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, West Virginia

Presented in the annual (1973-74) evaluation of Project Talented and Gifted are results of an appraisal of over 50 student participants (10- to 12-years-old) and the project staff and resource personnel. The project is described as a 3-month institute to provide experiences in areas such as learning to use creative thinking and problem-solving strategies, in language arts, science and mathematics, and music. Procedures, results, and evaluation instruments are described in three sections: the experiment, student-parent perceptions, and other sources. Reported are findings which include that Ss showed significant improvement in verbal originality; that the program did not appear to have brought improvement in areas of figural fluency, flexibility, originality, and elaboration; that both parent and student perceptions indicated that students were weakest in imitative and/or leadership experiences; that staff assessment was generally positive; and that recommendations made by resource personnel were both pertinent and valuable. Recommendations are noted for the project's second year which include special attention and emphasis to development of creative thinking abilities in fluency, flexibility, originality, and elaboration. (SB)

**ED 112 625** 88 EC 080 172

Khatena, Joe  
Project Talented and Gifted Second Evaluation Report: ESEA Title III Region II.

West Virginia State Dept. of Education, Charleston.

## 102 Document Resumes

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—90p.; See EC 080 171 for the first project evaluation; Best copy available

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Creativity, \*Demonstration Projects, \*Exceptional Child Research, \*Gifted, \*Measurement Techniques, \*Parent Attitudes, \*Program Descriptions, \*Program Evaluation, \*Staff Improvement

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, West Virginia

Presented in the annual (1974-75) evaluation of Project Talented and Gifted are results of an appraisal of over 50 student participants (10- to 12-years-old) and the project staff and resource personnel. The project is described as a 3-month institute to provide experiences in areas such as learning to use creative thinking and problem-solving strategies in language arts, science and mathematics, and music. Results and recommendations from the first evaluation are outlined and instruments used for the second evaluation are described in three sections: the experiment, student perceptions, and other sources. Reported are findings which included that Ss showed significant improvement in verbal originality and figural flexibility; that Ss improved in the areas of self-strength and individually; and compared to Ss' self-perceptions in 1974, 1975 Ss' self-perceptions significantly improved in environmental sensitivity, initiative, self-strength, individuality, and intellectuality. Recommendations for the project's third year are noted which include the continued encouragement of effective use of the library. (SB)

ED 112 626 EC 080 174  
Barnes, Milford E.

**The Gifted Child: Today and Tomorrow.**

Pennsylvania Association for the Study and Education of the Mentally Gifted.

Pub Date 74

Note—49p.; Highlights of the 1974 PASEMG Conference at Pennsylvania State University

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Conference Reports, \*Creativity, \*Curriculum Development, \*Exceptional Child Education, \*Financial Support, \*Gifted, \*Legislation, \*Parent Associations, \*Parent Role, \*Program Planning, \*Research Reviews (Publications), \*Teacher Role

Reported are the proceedings from a 1974 conference on programming for gifted children which was sponsored by the Pennsylvania Association for the Study and Education of the Mentally Gifted. Reviewed in a keynote address by J. Gowan are 12 outstanding research studies conducted during the past 25 years regarding identification and education of gifted students, and discussed are curricular models for stimulating their development and creativity. Discussed in a section on parent involvement are state and federal legislation, funding and special education policies concerning programs for the gifted (N. Bingham); procedures for launching parent groups (S. Gutin and R. Manning); and suggestions for fostering giftedness, insuring appropriate public school opportunities, and raising the gifted child in a single parent family (J. Gowan). A final section on teacher involvement contains three brief papers on humanities (J. Farr); Stimulating creativity (L. Roslund and M. Stitt); and guidance for teachers. (LH)

ED 112 627 EC 080 176  
Educating the Gifted in California Schools. Part I: Plan for the Education of Gifted Individuals in California Schools. Part II: Report of the Blue Ribbon Committee for Education of the Gifted.

California State Dept. of Education, Sacramento.

Pub Date 75

Note—39p.

Available from—Bureau of Publications Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802 (\$1.25)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Administrative Policy, \*Administrator Role, \*Curriculum Design, \*Educational Needs, \*Educational Objectives, \*Elementary Secondary Education, \*Exceptional Child Education, \*Financial Support, \*Gifted, \*Legislation, \*Program Planning, \*Staff Improvement, \*State Departments of Education

Identifiers—California

Presented is a 2-part report on educating the gifted in California schools. Included in Part One on program planning are brief sections on goals, proposed legislation, the role of the Gifted and Talented Education Management Team, a 3-phase proposal for implementing work plans (in such areas as management, preservice and inservice training, research and evaluation), and experimental programs for gifted disadvantaged students. Considered in Part Two are portions of a Blue Ribbon Committee report that deal with general philosophy; a definition of gifted individuals (in terms of intellectual, leadership, and creative abilities); major program goals; basic needs (including multiple learning options); program principles in the areas of counseling, curriculum design, and staff development; and program recommendations regarding aspects such as evaluation, individualized instruction, parental involvement, funding, and staffing ratios. Provided is a chart relating program principles and recommendations; and appended are lists of Blue Ribbon Committee, planning team, and Department of Education staff members. (LH)

ED 112 628 EC 080 177  
Gorelick, Molly C. And Others

**Careers in Integrated Early Childhood Programs.** California State Univ., Northridge. Preschool Lab.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Aug 75

Note—272p.

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—\*Changing Attitudes, \*Curriculum Design, \*Demonstration Projects, \*Early Childhood Education, \*Exceptional Child Education, \*Handicapped Children, \*Information Dissemination, \*Performance Based Teacher Education, \*Practicums, \*Program Descriptions, \*Program Evaluation, \*Regular Class Placement

Described is a 4-year project to design and implement a competency-based training model which prepared teachers and administrators for careers in early childhood programs that integrate normal and handicapped children. Discussed in the introductory chapter are the project's rationale, overview, objectives, and training setting. Chapters II through V cover such aspects of the competency model achievement strategies as the process for selecting trainees; development of a teacher assessment profile; the didactic module (including coursework in child development, independent study, and guest lectures on meeting the special needs of handicapped preschoolers); and the practicum module (including direct classroom experience, curriculum design, and child assessment techniques). Attention is given in Chapter VI to a survey designed to assess how exposure to the integrated preschool program affected trainees' development of accepting attitudes toward handicapped children. The concluding chapters focus on dissemination of project materials and project evaluation. Also provided are numerous charts and tables; bibliographies of books, journal articles, and films; and 9 appendixes (including a discussion of labeling and guidelines for curriculum design). (LH)

ED 112 629 EC 080 215  
Selected Mental Health Audiovisuals.

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—(ADM)-76-259

Pub Date 75

Note—231p.

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—\*Audiovisual Aids, \*Emotionally Disturbed, \*Exceptional Child Education, \*Films, \*Filmstrips, \*Handicapped Children, \*Mental Health, \*Resource Guides, \*Tape Recordings, \*Video Tape Recordings

Presented are approximately 2,300 abstracts on audio-visual materials—films, filmstrips, audiotapes, and videotapes—related to mental health. Each citation includes material title; name, address, and phone number of film distributor; rental and purchase prices; technical information; and a description of the contents. Abstracts are listed in alphabetical order by title under the following subjects: aging, animal studies, biochemistry and metabolism, child mental health, cognition and perception, communication, community mental health, crime and delinquency, cultural studies, death and suicide, depression, education, family, group processes, learning, mental retardation, minority groups, motivation,

neurosciences, personality, psychology, religion, schizophrenia, sexuality, sleep and dreams, social issues, and treatment. Also included is information on catalog format and use, ordering materials, sources for free social welfare films, sources for low-cost film rental, and commercial rental libraries. (SB)

ED 112 630 EC 080 216

Cleary, Margaret E.

**Please Know Me As I Am: A Guide to Helping Children Understand the Child with Special Needs.**

Sudbury Public Schools, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston.; Rehabilitation Services Administration (DHEW), Washington, D.C. Div. of Developmental Disabilities.

Pub Date [75]

Note—63p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Agencies, \*Audiovisual Aids, \*Bibliographies, \*Childrens Books, \*Curriculum Guides, \*Elementary Education, \*Exceptional Child Education, \*Handicapped Children, \*Instructional Materials, \*Interpersonal Relationship, \*Peer Acceptance

Presented is a guide for teaching elementary school children to understand classmates and others with special needs which was developed as a result of a project involving 16 classroom teachers and a nurse consultant in developing an exemplary program. Listed are concerns frequently voiced by teachers such as a child asking embarrassing questions. Described in terms of course instruction and teacher application are curriculum methods which include group discussions, field trips, and inviting guests with special needs. Also noted are curriculum materials such as reading and audiovisual aids. Children's drawings and comments are included in each curriculum section. Provided are appendixes with information on 145 resource agencies, 90 books appropriate for children in grades K-8, 26 pamphlet sources, and 26 audiovisual materials. (SB)

ED 112 631 EC 080 217  
Christensen, Genelle

**Guidelines for Gifted/Talented Programs.**

Idaho State Dept. of Education, Boise.

Pub Date May 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Definitions, \*Educational Alternatives, \*Educational Programs, \*Evaluation, \*Exceptional Child Education, \*Gifted, \*Guidelines, \*Personnel Selection, \*Program Budgeting, \*Program Planning, \*State Programs, \*Talent Identification

Identifiers—Idaho

Presented are guidelines for planning, establishing, and operating gifted/talented programs for exceptional children in Idaho. Topics are outlined which include definitions of terms related to gifted/talented education; general and specific program criteria; criteria for student selection (identification, comprehensive evaluation/assessment, additional considerations, and due process and confidentiality); program alternatives (special group arrangements) and general guidelines; personnel requirements (teacher traits and characteristics, teacher qualifications, in-service education, parent programs, and programs for mentors); time line for implementation; evaluation (general principles, general areas, and techniques); budget and finance (income generated by students, and accounting for funds). Also provided is an appendix listing tests useful in diagnosing the following areas of gifted/talented ability: academically gifted, creative or productive thinking, leadership ability, visual or performing arts, and manipulative skills. (SB)

ED 112 632 EC 080 218  
Brandwein, Paul F.

**Teaching Gifted Children Science in Grades Seven Through Twelve.**

California State Dept. of Education, Sacramento.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—58p.; For related information, see EC 050 876, EC 050 877, EC 050 878, EC 051 699, EC052 456, EC 052 631, EC 052 632, EC 060 220, EC 061 311, EC 070 972, and EC 070 973 and EC 061 312



**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Curriculum Development, \*Exceptional Child Education, \*Gifted, \*Independent Study, Individual Characteristics, \*Sciences, Secondary Education, Skill Development, Teacher Role, \*Teaching Guides

One of a series of publications for teachers, consultants, and administrators, the guide offers recommendations for curriculum development and science instruction for gifted students in grades 7-12. Discussed in the introductory chapter is creation of a school environment that fosters skills of interdependence (Communication with other scientists) as well as independent inquiry. Chapter 2 deals with characteristics and identification of gifted secondary students, the teacher's role in stimulating scientific interest, differences between conventional and singular giftedness, and the functions of the lecture and investigative approaches. Among the topics explored in a chapter on curricular strategies are types of curricula (such as the learning activity package or LAP program), a conceptually based curriculum, and instruction in investigative arts. A final chapter focuses on independence training, designing and evaluating LAPs for the junior high curriculum, and a consortium module for senior high curricula. (LH)

## FL

**ED 112 633** FL 005 198  
 Harris, Alan C.

The Relativization "Which That It Is" in Israeli Hebrew.

Pub Date [72]

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Comparative Analysis, Contrastive Linguistics, \*Diachronic Linguistics, English, \*Form Classes (Languages), Grammar, \*Hebrew, Language Research, Pronouns, \*Sentence Structure, \*Syntax  
 Identifiers—\*Relativization

The first part of this paper provides a description and discussion of the major aspects of the process of relativization in Israeli Hebrew: (a) the use of a subordinating relative particle which in most cases can neither be deleted nor replaced and which is prefixed to the first constituent of the embedded S; (b) the obligatory pronominalization of the coreferential NP in the embedded S; and (c) the function of the relativized NP in determining whether or not the pronominalized form of the NP of the embedded S will be deletable. The second part of the paper deals with: (a) a hypothesis that historically the relative marker in Hebrew, in practically all cases of relativization, was preceded by a pronominalized relative; (b) a discussion of the possibility that Hebrew in an analogous manner closely parallels English in its historical development, leading us to consider some interesting claims about subordinating processes in general; and (c) a description and discussion of relative clause reduction as further support of some of the notions put forward in (a) and (b). (Author)

**ED 112 634** FL 005 423  
 Kalivoda, Theodore B.

An Approach to the Study of Culture in Overseas Programs. Studies in Language Education, Report No. 7.

Georgia Univ., Athens. Dept. of Language Education.

Pub Date Jan 74

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—College Language Programs, \*Cultural Awareness, Cultural Education, Culture Contact, \*Foreign Culture, \*Language Instruction, Life Style, \*Program Design, Second Language Learning, Sociocultural Patterns, \*Study Abroad

This paper aims at increasing the cultural impact which overseas programs can have on their participants. Too often such programs rely on cultural learning through haphazard and chance experiences. In its stead, a carefully organized program of cultural knowledge and experiences is advanced. Centered around a thematic approach to analysis of the foreign life style, the program involves face-to-face interviews and field experiences which bring students into direct contact with the foreign people and their social organiza-

tion. Field assignments are accompanied by written guidelines to aid in the culture quest. Discussion-type seminars help sharpen understanding of the subject matter, and special sessions for teachers to design cultural materials for classroom use back home provide appropriate pedagogical application. (Author)

**ED 112 635** FL 005 470

Seelye, H. Ned. Balasubramanian, K.

Accountability in Educational Reform Programs through Instrumentation Analyses and Design Variation: Evaluating Cognitive Growth in Illinois Bilingual Programs, 1972-73.

Pub Date Feb 73

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Bilingual Education, Bilingualism, Cognitive Measurement, \*Educational Accountability, Educational Objectives, Elementary Education, Evaluation Criteria, \*Evaluation Methods, Evaluation Needs, Measurement Instrument S, Program Design, \*Program Evaluation, Spanish Speaking, \*State Aid, Student Evaluation

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, \*Illinois

The bilingual situation in Illinois is described briefly, and an outline of the instructional objectives of local bilingual programs is given. The programs are to be: (1) measurable and oriented toward the end-of-year-product, and (2) organized within the guidelines for state-funded bilingual programs. The main part of the report describes the design of the procedures set up to evaluate these programs based on the following recommendations from the Office of the Superintendent of Public Instruction: (1) prior to implementing a bilingual program in a community a sociolinguistic survey should be conducted there; (2) priority should be given to early childhood programs, preferably pre-school and kindergarten; (3) "standardized" instruments, rather than criterion-referenced tests should be selected as measurement tools; and (4) insofar as possible, a true experimental evaluation design should be employed, with randomly assigned treatment and control groups. The aim was to select and implement the combination of designs and instruments which would most effectively give an accurate picture of local bilingual education programs. Actual evaluation findings are not reported here. Anticipated design refinements for future years are mentioned, and three tables give: (1) a description of the measuring instruments, (2) statewide evaluation designs and project sites, and (3) between-groups hypothesis. (TL)

**ED 112 636** FL 005 560

Nicholson, James L., III

The Strategic Use of Language: A Sociolinguistic View of Communication Development.

Pub Date Sep 73

Note—24p.; Paper presented at the Conference on Living English: Language in the School (California State Polytechnic University, Pomona, California, September 29-30, 1973) Page 13 of the original document (tabulated average mean scores) was removed because of illegibility. It is not included in the pagination

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Child Language, Cognitive Processes, Communication (Thought Transfer), Elementary Education, \*Group Behavior, \*Language Development, Language Role, Models, Persuasive Discourse, Psycholinguistics, Role Perception, \*Role Theory, Socioeconomic Status, Sociolinguistics, \*Verbal Communication

Identifiers—Communicative Competence

This study examined acquisition and development of children's social/symbolic and strategic communication abilities within a sociolinguistic model of communicative competence. The major theoretical perspective was derived from Mead's symbolic interactionism and the cognitive-developmental theories of Piaget and Werner. Role-taking was the central concept used to examine the developmental variation and achievement of specific communicative abilities in two communicative task situations: (1) social/strategic or "persuasive," (2) social perspective taking, or "empathy." Measures of role-taking ability were developed, based on qualitative criteria established by the social/symbolic requirements of the communication task. Two additional sub-skill indices of role-taking ability were also

developed: a communication construct measure and a communication "management" score. The sample consisted of 61 grade school children, 27 males and 34 females, ages 9-12, from three ethnic groups (Caucasian, Black, and Spanish American), all having a low socio-economic background. Results showed that older children and Caucasian children demonstrated significantly greater role-taking ability, that general role-taking ability operates across task situations and conceptual domains, that grade level was minimally important in communication construct usage, and that the ability to manage the ongoing situation across tasks showed a significant developmental increase. (Author/CLK)

**ED 112 637** FL 005 973

Dubois, Betty Lou

Meanings and Distribution of the Perfect in Present-Day American English Prose.

Pub Date 74

Note—16p.; Paper presented at the annual TESOL conference (8th, Denver, Colorado, March, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*American English, \*English (Second Language), Language Instruction, Language Research, \*Linguistic Theory, Prose, \*Semantics, Syntax, \*Verbs, Written Language  
 Identifiers—\*Perfect Verb Forms, Tense (Verbs)

This paper explores the meanings and distribution of the perfect in contemporary American English prose, with reference to problems encountered in teaching English as a second language. The English perfect comprises forms traditionally called present perfect tense, past perfect tense, and perfects of the infinitive, gerund and present participle. All forms have a tense function: to situate the action or state conveyed by the lexical verb in a time period which begins before and extends to a point of reference that varies depending on the perfect form in question. Each instance of the perfect conveys one of three secondary meanings: single action, iteration, continuation. This meaning depends partly on the nature of the lexical verb and partly on context. The verification of this theory of meaning of the American English perfect and a study of its distribution in contemporary writing are accomplished by use of the Standard Corpus of Present-Day American English. Instances of the perfect from approximately 300,000 words, or 30 percent of the Corpus are extracted with 10 words of context from either side, analyzed for meaning, and the distribution of the various forms in written American English is determined. (Author/CLK)

**ED 112 638** FL 006 865

Lehmann, Winfred P. Stachowitz, Rolf A.

Development of German-English Machine Translation System. Final Technical Report.

Texas Univ., Austin. Linguistics Research Center. Spons Agency—Rome Air Development Center, Griffiss AFB, N.Y.

Report No.—RADCR-75-72

Pub Date Feb 75

Note—127p.; For related documents, see ED 062 888, ED 065 008, ED 105 716

Available from—National Technical Information Service, Springfield, Virginia 22161 (AD-A008 525/8GA, MF \$2.25, PC \$5.25)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Ambiguity, \*Computational Linguistics, Computer Programs, \*Contrastive Linguistics, Deep Structure, Descriptive Linguistics, English, Generative Grammar, \*German, Idioms, \*Machine Translation, \*Programming, Pronouns, Sciences, Semantics, Sentence Structure, Structural Analysis, Surface Structure, Syntax, Technical Writing, Transformations (Language), Translation  
 Identifiers—\*Generative Semantics

This report describes work on a pilot system for a fully automatic, high-quality translation of German scientific and technical text into English and gives the results of an experiment designed to show the system's capability to produce quality mechanical translation. The areas considered were: (1) grammar formalism, mainly involving the addition of features to permit the generation of multiple translations for an input sentence, (2) programming, consisting of completing the main components of the linguistic research system which is a generalized programming system for the mechanical translation of arbitrary languages, (3) linguistic description, concentrat-

ing on the coverage of the German surface syntax, a complete description of German and English standard grammar and syntactic choice grammar rules, and (4) lexicographic description. The characteristics of the system are: (1) the translation process is completely autonomous without human pre-analyses and/or pre-editing, (2) the output reflects quality features normally associated with a competent human translation, (3) the translation process is bidirectional, (4) the programs are language independent, and (5) the system is machine independent with respect to the programming language. (Author/TL)

ED 112 639 FL 007 015

Campbell, B. G.

Rhetorical Competence: Queries and Questions.

Pub Date 17 May 75

Note—15p.; Paper presented at the North Central Regional Linguistics Conference (Univ. of Minnesota, May 16-17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Deep Structure, \*Language Ability, Language Usage, \*Linguistic Competence, \*Linguistic Performance, \*Linguistic Theory, Native Speakers, Oral Communication, Transformational Generative Grammar

Identifiers—Ilocutionary Force, Performative Analysis, \*Rhetorical Competence

A native speaker of a language possesses both grammatical and rhetorical competence. A grammatical model, in its deep structure, represents an "is a" relationship. It seeks to offer some explanation of a human being as a human being. A rhetorical model represents a "counts as" relationship. It seeks to offer some explanation of a human being as a social animal. Linguistic models, such as the performative analysis, that attempt to integrate illocutionary force into a grammar are ill-conceived. An illocutionary act must be context-oriented. A rhetoric relates illocutionary force and context. That is, a particular chunk of linguistic material (generated by the grammar, without orientation to context) counts as a particular illocutionary act (the actualization of an illocutionary force) in a particular context. Queries, a rhetorical concept, underlain by basic assumptions or sincerity conditions (Austin's proper thoughts and feelings), and questions, a grammatical concept, provide interesting examples of and insights into incongruities resulting from the nexus of grammatical and rhetorical competence. (Author)

ED 112 640 FL 007 032

Masciantonio, Rudolph

The Ancient Greeks Speak to Us - A New Humanistic Approach to Classical Greek and Greek Culture for Secondary Schools. Students' Programmed Text-Level Beta.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 74

Note—231p.; For related document, see ED 044 958 and FL 007 113

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Audiolingual Methods, Classical Languages, Cultural Awareness, \*Curriculum Guides, Educational Objectives, \*Greek, Humanities, Humanities Instruction, Instructional Materials, \*Language Instruction, \*Programmed Texts, \*Secondary Schools

This is a student's programmed text for Level Beta of a humanistic approach to instruction of Classical Greek and Greek culture in secondary schools. The goals of the program are to help students become aware of: (1) the impact of Hellenic civilization on contemporary society, including the impact of the Greek language on English; (2) the similarities and differences between classical civilization and that of the present; and (3) Classical Greek as a viable form of communication within its cultural milieu. The program text is divided into five units: (1) Kings, Tyrants and Democracy, (2) Athens, (3) Sparta, (4) the Struggle with Persia, and (5) the Golden Age. Each unit consists of a series of sentences or paragraphs with information to be supplied by the student. The content of the units is divided between cultural and historical material and material for language instruction. Language is taught by audiolingual methods, according to principles of structural linguistics. The appendix contains an edited English version of the Hippolytus, by Euripides, accompanied by a discussion. It follows the same format of the units, with some of the dialogue presented in Greek. (CLK)

ED 112 641

Walker, D. C.

Syllabification and French Phonology.

Ottawa Univ. (Ontario).

Pub Date 73

Note—18p.

Journal Cit—Cahiers Linguistiques D'Ottawa; n3 p25-41 Aug 1973

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Consonants, \*Descriptive Linguistics, \*French, Generative Phonology, \*Linguistic Theory, Morphemes, Phonetics, \*Phonology, Pronunciation, \*Syllables, Vowels

Much research has focused on the question of whether phonological rules can and should be stated more appropriately in terms of the syllable than other units, notable segments and various boundaries. Formulation of rules without reference to the syllable obscures the motivation and unity of alternations. French has rules for consonant deletion preceding other consonants and in a phrase-final position which may be summarized: "Delete morpheme-final consonants in syllable-final position." The syllable-final position also affects assimilation, devoicing and neutralization of position of articulation. Syllable-final nasals cause nasalization of the preceding vowel; once again use of syllable boundaries allows simple statement of diverse processes. In French, the syllable-final, or weak, consonant assimilates to the following one. A theory of J. Hooper concerning syllabification on a universal basis is countered with evidence that rules that reposition syllable boundaries cannot be anywhere rules. The French rule of consonantal gemination and the tendency for open syllables support this contradiction. Resyllabification cannot precede the "loi de position"; it cannot therefore be an anywhere rule. Contradictions mentioned here do not completely invalidate the principles of syllabification, although the nature of certain types of resyllabification remains in doubt. (CHK)

ED 112 642

Harris, Brian Somcynsky, M.

Bibliography: Transformational Grammar and the Teaching of Second Languages.

Ottawa Univ. (Ontario).

Pub Date 73

Note—33p.

Journal Cit—Cahiers Linguistiques D'Ottawa; n3 p69-100 Aug 1973

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Applied Linguistics, \*Bibliographies, Computer Oriented Programs, Computer Storage Devices, English (Second Language), \*Language Instruction, Language Teachers, Reference Materials, Second Language Learning, \*Second Languages, \*Transformational Generative Grammar

This bibliography, the first one to be generated by the computer system of the Linguistics Documentation Centre, lists books and articles through 1972. Entries are not annotated, but additional descriptors are noted for many publications. Many entries are recorded as being abstracted and indexed in the ERIC system, and for these ERIC reference numbers are included. Most publications are in English; some entries are in French or German. (CHK)

ED 112 643

Material Development Needs in the Uncommonly

Taught Languages: Priorities for the Seventies.

Center for Applied Linguistics, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Aug 75

Contract—OEC-300-75-0063; OEC-300-75-0201

Note—102p.; Papers presented at the Conference on Material Development Needs in the Uncommonly Taught Languages: Priorities for the 70's (Columbia, Maryland, Sept. 29-Oct. 2, 1974) Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209 (\$3.95)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Business Communication, Career Opportunities, Educational Policy, \*Instructional Materials, Language Classification, Language Enrollment, Language Instruction, \*Language Planning, \*Language Research, \*Material Development, Official Languages, Second Language Learning, Sociolinguistics, \*Uncommonly Taught Languages

Identifiers—NDEA Title VI, \*Neglected Languages Materials Conference 1974

FL 007 033

This volume contains papers presented at the Kittamaquidi Conference on the Uncommonly Taught Languages, in Columbia, Maryland, September 29-October 2, 1974. The volume has two main sections. The first contains papers dealing with conceptual issues of developing materials for uncommonly-taught languages, without extended reference to any specific language. Papers in this section include the historical background of foreign language and area studies research under the National Defense Education Act, a look at the relationship of foreign language enrollment statistics to uncommonly-taught languages, a study of career opportunities and demands for language skills in the business community, an examination of changing trends in schools and the implications for materials development in second language learning, and proposals for adapting existing language materials for specialized purposes. The articles in the second part of the volume recommend priority needs for teaching materials in African languages, Amerind and Creole languages in the Americas and the Caribbean, Chinese, Japanese and Korean languages, Arabic and Persian, Slavic and East European languages, languages of South and Southeast Asia, and Uralic-Altaic and Inner Asian languages. (CLK)

ED 112 644

Ganschow, Leonore

A Transformational Linguistic Analysis of Syntactical Structures in the Written Language of Selected Preschool, Kindergarten and First Grade Children: Fifteen Case Studies.

Pub Date 74

Note—132p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Case Studies, \*Child Language, \*Language Development, Language Research, Linguistic Performance, \*Primary Education, Psycholinguistics, Syntax, \*Transformation Theory (Language), Visual Stimuli, \*Written Language

A study was conducted to examine syntactical development in spontaneous written language of selected preschool, kindergarten and first grade children. The two major experimental questions were: (1) Will there be development towards greater complexity in the syntax of spontaneous writing and how should it be described? (2) What transformational linguistic analysis of spontaneous writing at the acquisition and early development stages tell about the ability to express syntactical relationships in writing? Spontaneous written language in response to a stimulus picture was obtained weekly from 5 children each at three grade levels (8 boys and 7 girls, ages 4-7) over a ten week period. Each child was tested individually. A case study approach was used to analyze each written corpus. A battery of tests for background data, letter recognition, letter writing, word writing, oral reading, vocabulary and drawing was administered. Results revealed parallels between acquisition and early development in oral and written language, ability to produce linguistic forms and to express syntactical relationships, and increasing movement towards complexity in spontaneous writing. Each child's written language corpus is included. Appendices contain relevant statistical data. (CLK)

ED 112 645

Glucksberg, Sam

Word versus Sentence Interpretation: Do Adults Overextend the Meaning of "Different"? Princeton University Research Report No. 16.

Princeton Univ., N.J. Dept. of Psychology.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Report No—RR-16

Pub Date Apr 75

Note—19p.; Draft version of a paper presented at the meeting of the Society for Research in Child Development (Denver, Colorado, April 1975)

Available from—Author, Dept. of Psychology, Princeton University, Princeton, N.J. 08540

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adults, \*Cognitive Processes, \*Language Development, Language Research, Linguistic Theory, Preschool Children, \*Psycholinguistics, \*Semantics, Sentences

Contrary to earlier assertions, young children do not interpret the word "different" to mean "same." Both two-and-a-half year old children and adults interpret requests for same or different objects appropriately, apparently following conven-

tions of conversational discourse. These data offer no support for a discrete semantic feature model of acquiring word meanings. (Author)

**ED 112 646** FL 007 096  
Fox, Joseph P. And Others  
Language Dominance and Language Pathology.  
Pub Date 5 Nov 74

Note—21p.; Paper presented at the Annual Meeting of the American Speech and Hearing Association (Las Vegas, Nevada, November 5, 1974); Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Aphasia, \*Cerebral Dominance, Cognitive Processes, Comprehension, \*Language Handicaps, \*Language Research, Language Usage, Learning Disabilities, Linguistic Competence, \*Neurolinguistics, Neurological Defects, \*Neurologically Handicapped, Speech Pathology, Visual Stimuli

Identifiers—Language Dominance, Language Pathology

Three objectives of research reported here were to describe the neural organization underlying language usage and language loss, to study activities occurring in both cerebral hemispheres, and to study neural changes related to changes in syntactic complexity of stimuli. A dichoptic procedure was chosen. A subject faced a viewing screen on which were flashed a fixation stimulus and two different short sentences, one on either side. The subjects were required to select a response picture appropriate to the sentences. Three subject groups were tested: (1) controls with no history of neurological damage; (2) a group of aphasic patients with unilateral left hemisphere brain damage; (3) a group with unilateral right hemisphere brain damage. The general conclusion was that the right hemisphere appears capable of processing some syntactically simple language stimuli; however, as stimuli become more complex, the left hemisphere may be necessary for comprehension. Testing involving cortical visually evoked responses recorded over both hemispheres simultaneously was conducted to see if visual AER's can be used to detect cortical language processing. It appears to be a useful means to study intra- and inter-hemispheric neural language systems. Charts and graphs illustrating research methods and findings are included. (CHK)

**ED 112 647** FL 007 098  
Cambodian-English Glossary.  
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.  
Spons. Agency—Defense Language Inst., Washington, D.C.  
Pub Date 75

Note—358p.; For related documents, see ED 074 819, ED 096 851, ED 096 850 and ED 066 094

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**  
Descriptors—\*Cambodian, English, \*Glossaries, Instructional Materials, Reference Books, \*Second Language Learning, Uncommonly Taught Languages, \*Vocabulary, Word Lists

This volume contains a Cambodian-English and an English-Cambodian glossary, with approximately 8,000 and 7,500 entries respectively. The entries are the vocabulary contained in the introductory lessons and subject matter modules (entitled "The Land and the Economy," "The Political Institutions," "The Social Institutions" and "The Individual in Society") of the "Contemporary Cambodian" course. Each section is preceded by a list of the abbreviations used. A list of terms used to indicate style levels in Cambodian precedes the Cambodian-English section. (CLK)

**ED 112 648** FL 007 100  
A Guide to Two Cultures: American. A Guide to Two Cultures: Indochinese. Publication 8.  
Interagency Task Force for Indochina Refugees, Washington, D.C.  
Pub Date Aug 75

Note—52p.; For related documents, see FL 007 101 and FL 007 102

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*American Culture, Cross Cultural Studies, \*Cultural Awareness, Cultural Dif-

ferences, Cultural Environment, Cultural Images, Cultural Interrelationships, Cultural Traits, Culture Contact, Immigrants, Life Style, Non Western Civilization, \*Refugees, Relocation, Social Structure, \*Sociocultural Patterns, United States History, \*Vietnamese

Identifiers—\*Indochinese Culture

This guide was adapted from an article by Arthur Gordon originally titled "How to Understand Those Mystifying Americans." Each page of the text is divided into two parts, with the English version given on one side and the Vietnamese on the other. The guide is composed of two main sections. The first is addressed to Indochinese refugees and gives: (1) a sketch of the general American character, (2) a general historical background of the United States, and (3) some of the salient features of present-day American social and cultural life. The second part is addressed to sponsors, employers, friends, etc. of refugees from Indochina. It is organized as an alphabetical glossary. Each word represents a concept that has to be dealt with in everyday life, such as bank, children, climate, friends, food, games and sports, language, names, offensive behavior, police, time. Each annotation gives the knowledge of and/or attitude toward the concept that an Indochinese person would most probably have. It then suggests how Americans should handle these social situations. A short bibliography suggests further reading. (TL)

**ED 112 649** FL 007 101  
Planck, Jane

An Organization and Welcome Guide for Groups Sponsoring Indochinese Refugees. Publication 3.  
Interagency Task Force for Indochina Refugees, Washington, D.C.  
Pub Date Jul 75

Note—32p.; For related documents, see FL 007 100 and FL 007 102

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Action Programs (Community), Administrative Organization, Community Organizations, Community Services, Cultural Awareness, Employment, Financial Support, Food, Guides, Immigrants, Language Instruction, Leadership, Organization, Organizations (Groups), \*Program Planning, Public Relations, Recruitment, \*Refugees, Relocation, Social Action, \*Social Adjustment, Social Organizations, \*Vietnamese, \*Voluntary Agencies, Volunteers

This guide addresses itself to individuals or groups wanting to help with Vietnamese resettlement. It is noted that there is a distinct advantage to group sponsorship because the costs of support are spread and it allows for extended maintenance while the language is learned and jobs are located. The first part of the guide outlines: (1) the steps to be taken in order to set up a sponsorship program, including suggestions for leadership, organization, meetings, headquarters, and publicity; (2) the functions of the sponsorship program, including public relations, fund raising, jobs, housing, food, clothing, recruitment of volunteers, and reception and (3) the setting up of learning opportunities, which include language classes, a business and professional council, and social and cultural orientation. Addendum 1 discusses more specifically some of the topics treated in the outline. Names and addresses of people or organizations that have information on particular areas are given throughout the outline. Addendum 2 is a menu for a full Vietnamese meal, with recipes. (TL)

**ED 112 650** FL 007 102  
Vietnamese Refugee Orientation Handbook.  
Interagency Task Force for Indochina Refugees, Washington, D.C.  
Pub Date Jul 75

Note—59p.; Handbook materials were prepared by the Baptist Committee for Refugee Relief; For related documents, see FL 007 100 and FL 007 101

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 630-638/419 1-3)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—American Culture, Business, Climatic Factors, Community Services, Constitutional Law, Cultural Awareness, Daily Living Skills, Employment, Financial Services, Food, Geography, Government (Administrative Body), Governmental Structure, Health Needs, Health Services, Home Economics, Immigrants,

Laws, Legal Problems, \*Refugees, \*Relocation, Residence Requirements, \*Social Adjustment, Social Integration, \*Social Structure, Transportation, \*Vietnamese, Voluntary Agencies  
Identifiers—Immigration and Naturalization Service, \*United States

This handbook addresses itself to Vietnamese refugees and is intended to help them cope with everyday situations in the United States. The entire text is given in both Vietnamese and English. The three main sections are: (1) Refugee Status—information about the legal status of refugees, identification procedures, obligations, some immigration and Naturalization Service (INS) procedures and functions, and assistance available from volunteer agencies, sponsors, and government agencies; (2) Information about the United States—the land, climate and people, government structure and services, local laws, and official holidays; and (3) Living in the United States—information and suggestions about housing, health care, food, employment, education, finances, business ownership, transportation, shopping, and community resources. An appendix gives a list of Immigration and Naturalization Offices throughout the country, a map of the United States and conversion tables for temperature and measures. (TL)

**ED 112 651** FL 007 103  
Guidebook for the Cambodian Refugees.

Interagency Task Force for Indochina Refugees, Washington, D.C.  
Pub Date 75

Note—42p.; In Cambodian; Three pages of the original document, a map of the U.S. and conversion tables for units of measurement, are not included because they are illegible. They are not included in the pagination

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Cambodian, Citizenship, Community Services, \*Daily Living Skills, \*Guides, Immigrants, Medical Services, \*Refugees, \*Relocation, Sociocultural Patterns

This guidebook was written for distribution to Cambodian refugees at Indiantown Gap refugee camp, and contains general information on life in the United States. The first section deals with the official aspects of being a foreigner in this country: such topics as filing alien registration forms, applying for citizenship, getting assistance from public agencies, and so on. The second section contains information on aspects of American life controlled by government agencies on the national, state, and local levels; it describes the services provided by police departments, libraries, schools, post offices, Medicare and Medicaid, etc. The third section discusses the practical aspects of life, including housing, shopping for food, looking for a job (with information on unions, social security, insurance, etc.), banking, and opening a business. The last section deals with transportation, including information on buying a car, using public transportation, and getting around in general. (LL/BBR)

**ED 112 652** FL 007 109  
Catalog of Instructional Material.

Defense Language Inst., Monterey, Calif.  
Report No.—DLI-PAM-350-5  
Pub Date Jul 75

Note—225p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—\*Audiovisual Aids, \*Catalogs, Inservice Courses, \*Instructional Materials, \*Intensive Language Courses, \*Language Instruction, Magnetic Tape Cassettes, Refresher Courses, Second Language Learning, Slides, Tape Recordings, Textbooks, Transparencies

This catalog provides an up-to-date listing of foreign language training texts, tapes and transparencies available from the Defense Language Institute for all U.S. Department of Defense components engaged in elementary, maintenance or refresher language training programs. Courses described are designed for use in an intensive program with a trained speaker of the language serving as instructor. The 210-hour refresher courses can be used for self-instruction, although the Defense Language Institute provides no correspondence course services. The catalog lists in detail the contents of each volume and lesson series for courses in some 37 languages and dialects. The prices listed for each segment are for appropriated fund users only. Prices for others are available upon request and are approximately two percent higher. (CHK)



ED 112 653

FL 007 111

Rutherford, William E.

Communication's the Name of the Game. CATESOL Occasional Papers, No. 1, Fall, 1974.

Pub Date Nov 73

Note—10p.; Paper presented at the CATESOL Northern California Conference (San Francisco, November 3, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Applied Linguistics, \*Communication (Thought Transfer), English (Second Language), \*Language Instruction, Language Research, Language Teachers, \*Language Usage, \*Linguistic Performance, Linguistic Theory, Oral Communication, Second Language Learning, Sociolinguistics, Speech Habits, Teaching Methods, Verbal Communication

Identifiers—\*Extrasentential Expressions, Locutionary Expressions, Speech Acts

Most of what has been taught in the language classroom for a long while has been generally a reflection of the particular concept of language popular among linguistics at the time, but recently this trend has begun to break down. Recent texts are starting to be organized according to considerations besides linguistic criteria, for example, psychological and pedagogical criteria. We are becoming increasingly more aware that linguistics should not be viewed as the sole source of information about the nature of communication. That language study should not be the exclusive province of experts in one area of academic specialization is demonstrated with the example of "extra-sententials." These are various expressions used in verbal communication, such as "in all seriousness" and "to begin with," which have no grammatical connection to the sentence but refer instead to the locutionary expressions, to some aspect of the various kinds of speech acts. These expressions, considered in relation to a set of postulates that accompany speech acts, have three main functions: (1) a neutral verbalization of the postulate, (2) raising the possibility of doubt as to whether the postulate is being adhered to, and (3) rectifying a violation of a conversational postulate. Extra-sententials, then, are tools for communication, and some way should be devised to include them in language instruction. More attention should be given in language teaching to the communication situation, that is, to the perceptions and intentions of the participants. (CLK)

ED 112 654

FL 007 112

Qafisheh, Hamdi A.

A Basic Course in Gulf Arabic.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-72-4323

Note—482p.

Available from—University of Arizona Press, Tucson, Arizona (\$7.95)

Document Not Available from EDRS

Descriptors—\*Arabic, College Language Programs, Higher Education, \*Instructional Materials, \*Language Instruction, Regional Dialects, \*Second Language Learning, Teaching Methods, \*Textbooks, Uncommonly Taught Languages

Identifiers—\*Gulf Arabic

This is a text for a basic course in Gulf Arabic, the language used in informal situations by the educated indigenous populations of the United Arab Emirates. A brief linguistic sketch of the area in which this variety of Arabic is spoken is given. The text is divided into forty-two units, each consisting of a dialog or narrative, a presentation of grammatical structures, vocabulary, pronunciation exercises, and grammatical drills. Suggestions as to how to use the text and an explanation of the transcription system are given. A glossary follows the main text. (CLK)

ED 112 655

FL 007 113

Masciantonio, Rudolph

The Ancient Greeks Speak to Us. A New Humanistic Approach to Classical Greek and Greek Culture for Secondary Schools. Teacher's Guide - Level Beta.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 74

Note—69p.; For related document, see ED 044 958 and FL 007 032

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Audiolingual Methods, Classical Languages, Cultural Awareness, \*Curriculum Guides, Educational Objectives, \*Greek, Humanities, Humanities Instruction, \*Language Instruction, Programmed Instruction, \*Secondary Schools, \*Teaching Guides

This is a teacher's guide for Level Beta of a humanistic approach to instruction of Classical Greek and Greek culture in secondary schools. The goals of the program are to help students become aware of: (1) the impact of Hellenic civilization on contemporary society, including the impact of the Greek language on English; (2) the similarities and differences between classical civilization and that of the present; and (3) Classical Greek as a viable form of communication within its cultural milieu. The present guide is divided into five units: (1) Kings, Tyrants and Democracy, (2) Athens, (3) Sparta, (4) the Struggle with Persia, and (5) the Golden Age. Each unit is divided into an average of 12 lessons, with specific objectives and activities outlined for each lesson. Language is taught by audiolingual methods, according to principles of structural linguistics. Basic principles to be followed by the teachers precede the main text. The appendix gives suggestions as to how the Hippolytus, by Euripides, should be introduced and taught. (CLK)

ED 112 656

FL 007 114

English for Today. Supplementary Pronunciation Drills. Books 1 and 2.

Vietnamese American Association, Saigon (Vietnam).

Pub Date [60]

Note—133p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*English (Second Language), \*Instructional Materials, Language Instruction, Language Skills, Oral English, \*Pattern Drills (Language), Phonology, \*Pronunciation, Teaching Methods, Textbooks, \*Vietnamese

This volume contains supplementary pronunciation drills for the English for Today program, Books I and II, for Vietnamese speakers. The supplement for Book I contains exercises on the English segmental phonemes in one-word context. Commentary intended for the teacher indicates potential trouble spots for Vietnamese learning English. The supplement for Book II (25 lessons) treats English consonant clusters. Exercises are of the simple repetition and minimal-pair types. (CLK)

ED 112 657

FL 007 115

Campbell, Russel N.

English for Vietnamese Speakers. Vol. 1. Pronunciation. Teachers Guide with Accompanying Students Guide. Experimental Edition.

Southeast Asian Regional English Project, Saigon (South Vietnam).

Spons Agency—Michigan Univ., Ann Arbor.

Pub Date 60

Note—151p.; For related documents, see FL 007 114, 116 and 117

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*English (Second Language), \*Instructional Materials, Language Instruction, Language Skills, Oral English, Pattern Drills (Language), Phonology, \*Pronunciation, Second Language Learning, \*Teaching Guides, Teaching Methods, Textbooks, \*Vietnamese

Identifiers—Pike (Kenneth L.)

This is the first in a four-volume experimental series of instructional materials on English for Vietnamese speakers. This volume deals specifically with pronunciation. The lessons are based on a systematic comparison between the Vietnamese and English sound systems, including intonation and stress patterns; the theoretical basis for the comparison is the theory of Kenneth L. Pike. A specific method for presenting sounds to the students is outlined, stressing the fact that the teaching of pronunciation should be systematic. Learning proper pronunciation will improve other skills, such as reading and writing. There are thirty-two lessons, each containing a teacher's guide for presenting and teaching the material and a student's guide for pronunciation practice. (CLK)

ED 112 658

FL 007 116

Durling, Donald

English for Vietnamese Speakers. Vol. 3. Pattern Practice. Experimental Edition.

Southeast Asian Regional English Project, Saigon (South Vietnam).

Spons Agency—Michigan Univ., Ann Arbor.

Pub Date 60

Note—257p.; For related documents, see FL 007 114, 115, and 117

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Contrastive Linguistics, \*English (Second Language), Grammar, \*Instructional Materials, Language Instruction, Language Skills, \*Oral English, \*Pattern Drills (Language), Phonology, Pronunciation, Second Language Learning, Teaching Methods, Textbooks, \*Vietnamese

This is the third in a four-volume experimental series of instructional materials on English for Vietnamese speakers. The structure of this volume follows that of Volume II - Grammar, and provides additional pattern practice for the grammar points as they are treated in that volume. A booklet containing eleven charts designed for vocabulary and grammar practice follow the body of the text. (CLK)

ED 112 659

FL 007 117

Thompson, Lionel G.

English for Vietnamese Speakers. Vol. 2. Grammar.

Southeast Asian Regional English Project, Saigon (South Vietnam).

Spons Agency—Michigan Univ., Ann Arbor.

Pub Date 60

Note—236p.; For related documents, see FL 007 114-116

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Contrastive Linguistics, \*English (Second Language), \*Grammar, \*Instructional Materials, Language Instruction, Language Patterns, Language Skills, \*Oral English, Second Language Learning, Teaching Guides, Teaching Methods, Textbooks, \*Vietnamese

This is the second in a four-volume experimental series of instructional materials on English for Vietnamese speakers. The present volume deals specifically with grammar. The aim of the grammar lessons is to give the students a thorough command of spoken English. The lessons are based on a comparison of English and Vietnamese grammatical structures as revealed through linguistic analysis. The technique of presenting and drilling the patterns is similar to that used in the texts developed at the English Language Institute of the Univ. of Michigan. The accompanying volumes that deal with pronunciation and pattern drills are recommended as additional tools. This volume is divided into thirty-two lessons, in order of increasing difficulty. Grammar points are introduced and drilled separately. It is assumed that the new lexical items in each lesson will be introduced before the lesson is approached. A teacher's guide follows the body of the text. (Author/CLK)

ED 112 660

FL 007 118

Roulet, E.

The Contribution of Language Sciences to the Diversification of Second Language Teaching Methods in the Light of the Characteristics of the Learners.

Pub Date Sep 75

Note—54p.; Paper presented at a Unesco Meeting on diversification of methods and techniques for teaching foreign languages (Paris, September 15-20, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Applied Linguistics, \*Language Instruction, Learning Characteristics, \*Psycholinguistics, Psychology, \*Second Language Learning, Sociolinguistics, Structural Linguistics, \*Teaching Methods

Throughout the fifties and sixties the methodology of second-language teaching underwent a radical change in response to new communication needs, and under the influence of structural linguistics and behavioral psychology. Unfortunately, the effort did not produce all of the results expected, and this probably for two reasons: on the one hand, it was based on a linguistic and psychological foundation which was much too elementary and limited and was soon put in question in its own right; on the other, it did not take sufficient note of the characteristics of the learners. At the same time, disciplines such as psycholinguistics and sociolinguistics made their appearance and developed alongside linguistics and psychology, contributing in the process fresh information concerning the acquisition and use of languages as instruments of communication. Since then, it has become possible to speak of a renewal and a diversification of second language pedagogy in the light of these disciplines, which take better account of the

characteristics of the groups and individuals involved, in particular of their language needs, their attitudes, their motivations and their learning strategies. The last part of the report outlines the methodological implications of this new approach and illustrates them with the help of some recent findings. (Author)

ED 112 661 FL 007 119

Dusel, John P. And Others  
Bibliography of Instructional Materials for the Teaching of German. Kindergarten through Grade Twelve.  
California State Dept. of Education, Sacramento.  
Pub Date 75  
Note—85p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Art Education, Audiovisual Aids, \*Bibliographies, Classroom Games, Elementary Secondary Education, Filmstrips, \*German, German Literature, \*Instructional Materials, Language Aids, Language Arts, \*Language Instruction, Mathematics Education, Music Education, Phonotape Recordings, Programed Materials, Science Education, \*Second Language Learning, Slides, Social Sciences, Speech Skills, Textbooks, Visual Aids

This is a bibliography of instructional materials for the teaching of German in American schools from the kindergarten level through high school. The entries are divided into seven subject categories: Art, Language Arts, Literature, Music, Science-Mathematics, Social Sciences, and Other Materials. The author, title, subject category, distributor and maturity level are specified for each entry. Entries are also classified in terms of type of material, i.e. reading materials, films, songbooks, records, etc. Series titles, if any, follow the title and author entry. A complete list of series, which are cross-references to annotated titles and which contain additional titles, is found in Appendix A. Appendix B provides a directory of distributors and publishers of the materials, while Appendix C consists of a table showing the titles indexed by type of materials. (CLK)

ED 112 662 FL 007 121

Alexander, J. T., Comp.  
A Dictionary of the Cherokee Indian Language.  
Pub Date 71  
Note—367p.

Available from—J. T. Alexander, Rt. 1, Box 164  
M. Sperry, Oklahoma 74073 (\$6.00)

Document Not Available from EDRS

Descriptors—\*Alphabets, \*American Indian Languages, \*Cherokee, \*Dictionaries, English, Letters (Alphabet), Numbers, Orthographic Symbols, Romanization, Syllables, Translation, Writing

Identifiers—Sequoyah, \*Syllabaries

This dictionary is divided into two main sections, each containing approximately 9,000 entries. In the first section, English to Cherokee, the information is organized in 3 columns. In column 1 are found English words in standard English orthography and in alphabetical order, in column 2 the romanized representation of the Cherokee translation and in column 3, the Cherokee word given in the Cherokee syllabary. The syllabary consists of six vowels modified by 17 consonants. The second section is the Cherokee to English portion and is organized in 2 columns only. Column 1 contains Cherokee words organized by vowel groups and column 2 the English equivalents. The pages preceding the dictionary section give the Cherokee syllabary as invented by Sequoyah, the modified symbols in use today and the romanized equivalent for each symbol. The numerical symbols invented by Sequoyah are also given although these were not adopted by the Cherokee. Following the dictionary section, we find cardinal and ordinal numbers, days of the week, months of the year and short phrases of common usage, all given from English to Cherokee only. (TL)

ED 112 663 FL 007 125

Alli, William E.  
Basic Urdu and English Wordbook.  
Agency for International Development (Dept. of State), Washington, D.C.  
Pub Date 75  
Note—149p.

Available from—William E. Alli, 2803 Baker

Lane, Bowie, Maryland 20715 (free of charge)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Alphabets, Diacritical Marking, \*Dictionaries, English, Form Classes (Languages), Geography, Grammar, Hindi, Indo European Languages, \*Language Instruction, Letters (Alphabet), Morphology (Languages), Nominals, Numbers, Orthographic Symbols, Pronunciation, Romanization, \*Second Language Learning, Spelling, Syntax, \*Urdu, Verbs, Vocabulary, \*Word Lists

Identifiers—\*Lahori Roman Urdu, Pakistan

This wordbook was prepared to help carry out the policy of the Agency for International Development to encourage Americans stationed abroad to learn the official language at their duty post. The book is intended to be a supplemental text for both private individual study and formal classroom instruction. The bulk of the publication is made up of the 2 sections English Vocabulary and Urdu Vocabulary, each containing about 3,000 entries. The words have been chosen on the basis of frequency of use and relevance, the intention being to help the student grasp the pronunciation and meaning of the most common Urdu words. The Urdu words are presented in Lahori Roman Urdu (LRU), which is any Roman Urdu system which combines "basic" Roman letters with traditional Arabic diacritical marks. The LRU in this book contains 8 of these special letters plus 29 other letters. The term "Lahori" is used because the system was first developed in Lahore. The phonetic dictionary section is preceded by a short history and description of LRU and notes on pronunciation and spelling. It is supplemented by lists of numerical, monetary, compass and calendar terms, personal names, kinship terms, geographical names, conversational phrases, selected grammar tables and lists, plus other information designed to be useful to foreign visitors in Pakistan. (Author/TL)

ED 112 664 FL 007 128

Overseas Summer Study Programs: What Students, Parents and Principals Should Ask.  
National Association of Secondary School Principals, Reston, Va.  
Pub Date [75]

Note—12p.

Available from—NASSP, 1904 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—High School Curriculum, High School Students, \*Instructional Trips, Pamphlets, Parent Responsibility, Parents, Principals, \*Program Evaluation, Secondary Education, \*Study Abroad, \*Summer Programs, Tourism, \*Travel

This pamphlet offers questions, comments and suggestions to guide high school principals and high school students and their parents in evaluating overseas summer study programs. The main questions one should ask are: (1) Who is the program operator and how do you check him out? (2) What are the aims and objectives of the program? (3) What is the program of study? (4) How does the program actually operate? and (5) What are the financial and administrative arrangements? A final word of caution points out that due to the absence of an overall effective accrediting group, no uniformly accepted standards or controls exist; therefore, "let the buyer beware." This is meant to warn against and help identify self-seeking organizations with little or no interest in education or experience in the development of sound, well-balanced educational tours. Frustration, financial loss and educationally weak experiences can be avoided by careful examination of travel study offerings. (TL)

ED 112 665 FL 007 129

Omar, Margaret K.  
Saudi Arabic, Urban Hijazi Dialect: Basic Course.  
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—307p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington D.C. 20402 (Stock No. 044-000-01592-7, \$3.65)

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Arabic, Course Content, Course Descriptions, Cultural Awareness, \*Curriculum Guides, Diacritical Marking, Dialects, Dialect Studies, Grammar, \*Language Guides, \*Language Instruction, Language Skills, Language

Usage, Language Variation, Lesson Plans, Pattern Drills (Language), Pronunciation Instruction, \*Second Language Learning, Semitic Languages, Sentence Structure, Substitution Drills, Syntax, Teaching Guides, Transformations (Language), Translation  
Identifiers—Saudi Arabia, \*Saudi Arabic, Urban Hijazi Dialect

The three major dialect groups of Saudi Arabia are Hijazi, Najdi and Shari. Hijazi is used for government and commercial purposes and is the most widely understood. This basic course uses the Hijazi dialect of Jidda, which is designated "urban" to distinguish it from Bedouin varieties. The book will provide students with the basic grammatical structures necessary for a "working" proficiency that will enable them to satisfy routine social demands and limited business requirements. The book consists of 50 lessons, each (beginning with lesson 4) having the following parts: (1) dialogues—for memorization, (2) structure sentences—structures not in the dialogue, (3) grammatical notes—explaining new structures, (4) vocabulary notes—giving new words, (5) drills—including substitution, transformation, question-answer, and translation, (6) situations—English sentences which students should be able to say in Arabic, and (7) cultural notes—comments on speech attitudes, situational behavior, or social etiquette. Every tenth lesson is a review. The lessons are preceded by a guide to pronunciation that includes an explanation of the transcription system used. The Arabic script used throughout is intended for the instructor only. Following the lessons is a series of appendices dealing with specialized vocabulary, social expressions, gestures, and Saudi names, a glossary, and an index of grammatical structures. (TL)

ED 112 666 FL 007 130

Fernandez, Jose B.  
The Campaign to Promote an Interest in Language Study at Valdosta State College.

Pub Date Nov 75

Note—8p.; Paper presented at the annual meeting of the South Atlantic Modern Language Association (Atlanta, Georgia, November 5-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Language Programs, College School Cooperation, College Students, Community Attitudes, \*Community Involvement, \*Educational Attitudes, \*Educational Interest, French, Higher Education, High Schools, High School Students, Inservice Teacher Education, Language Enrollment, \*Language Instruction, Motivation, Secondary Education, Second Language Learning, Spanish, Student Attitudes

Identifiers—\*Georgia (Valdosta)

This paper reports on the techniques developed by Valdosta State College's Department of Modern Foreign Languages to promote interest in the study of foreign languages and culture. The techniques are divided into two major categories: internal and external. External activities include those for the benefit of high school students and teachers and members of the community. These activities include an annual state-wide essay contest and language festival, a cultural exchange program, a group uniting all small high school foreign language clubs, administration of the National Spanish Examination and of the National French Contest, teaching workshops for high school teachers, and various cultural events such as film festivals and exhibits for the community. The internal programs, benefiting the college students and the college community, have instituted laboratory material to be used at home, taped classes, free tutoring sessions, revised curriculum descriptions, double specialization whereby a student can combine languages, and new fields of study in which foreign languages play a major part. Each innovation is described briefly. The results of these programs are increased enrollments and renewed interest in foreign language study. (CLK)

ED 112 667 FL 007 131

Hsu, Vivian  
Play Production as a Medium for Learning Spoken Chinese.

Pub Date Jun 75

Note—9p.; Paper presented at the Asian Studies on the Pacific Coast Conference (June 20, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Chinese, \*College Language Programs, Drama, Dramatic Play, \*Dramatics, Language Experience Approach, \*Language Instruction, \*Second Language Learning, Speech Skills, Teaching Methods

This paper reports on an experiment carried out by the Chinese language program at Oberlin College to use play production as a means of teaching spoken Chinese. The experiment was inspired by the fact that teaching spoken Chinese cannot be solved by traditional classroom methods, particularly at the intermediate level. The lack of texts, the inadequacy of existing texts, the low morale of intermediate students and the difficulty in creating native environment for learning Chinese are factors that justify the use of play production. Play production puts dialogues into a situation that simulates life, the project itself providing an environment which requires verbal communication and mutual cooperation. The tedium and boredom of language learning can be avoided, and the promise of recognition creates a further incentive. But to carry out such a project, one must first obtain a suitable play, by simplifying an existing one, adapting a short story or writing an original play. Once a play is obtained, one must assemble a staff capable of directing the production and get the cooperation of the students. The next steps involve familiarizing the students with the text through discussion, assigning and learning roles, rehearsals and performance. Each of these steps is discussed with specific reference to the Oberlin experience. (CLK)

**ED 112 668** FL 007 133

*Andersson, Theodore*

**A Proposed Investigation of Preschool Bilinguality.**

Pub Date 25 May 75

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bilingual Education, Bilingual Students, Community Attitudes, Early Reading, \*English (Second Language), \*Mexican Americans, Minority Group Children, \*Preschool Children, Preschool Education, Reading Instruction, Sociolinguistics, \*Spanish, Spanish Speaking

Bilingual schooling in the U.S. is meant to equalize educational opportunity for children of limited English-speaking ability. Despite the proliferation of bilingual programs in many parts of the country, only very modest progress is being made toward the goal of equal educational achievement. We are coming to realize that limited English-speaking children with a 5- to 6-year handicap in English can only very exceptionally catch up. Only if a greater, not just an equal, opportunity is provided, can these children be expected to compete successfully with their English-speaking schoolmates. There are two prerequisites: (1) that limited English-speaking children be given an early start in learning to read, first in their home language and then in English, and (2) that the community accord non-English home languages the same respect as English. The second, involving profound social changes, will take time. Even the first will require years of experimentation. This paper sketches the preliminary steps of a long-term project to test the hypothesis that limited English-speaking children (how many will have to be determined) can learn to read their home language between ages 1 1/2 and 3 and English between 3 and 5. (Author)

**ED 112 669** FL 007 134

*Hurreiz, Sayid Hamid*

**Arabic in the Sudan: Current Problems and Future Needs.**

Hawaii Univ., Honolulu. East-West Center.

Pub Date Nov 75

Note—4p.

Available from—Joan Rubin, Editor, Language Planning Newsletter, Cultural Learning Institute, East-West Center, Honolulu, Hawaii 96822 (free of charge)

Journal Cit—Language Planning Newsletter; v1 n4 p1, 3-4 Nov 1975

**Document Not Available from EDRS**

**Descriptors**—\*Arabic, \*Diglossia, Educational Policy, \*Language Planning, Language Standardization, Language Usage, \*Language Variation, Official Languages, Regional Dialects, Social Dialects, Sociolinguistics, \*Standard Spoken Usage

**Identifiers**—\*Sudan

Using as a framework Ferguson's diglossia model with its division into a high and a low variety of the language used, the linguistic situation in the Sudan is described as a continuum. At one end is found the very formal classical Arabic, used for special occasions. At the other end is a casual form which dominates meetings and social gatherings of the elite. In the middle of the continuum is another variety of the language used in classrooms and courts, for example. To fully describe the linguistic reality, regional varieties are also taken into account, as well as differences in men's and women's usage. The Arabic vernacular must be considered as a potential national language, particularly the Arabic of Khartoum. In the future, language planning efforts in the Sudan should include a reaffirmation of the vernacular, but not, however, at the expense of the classical language. Other language planning needs include grammars of the various vernaculars and materials such as dictionaries and textbooks. The process of implementing and coordinating standardization efforts would be helped considerably by the establishment of a specialized agency to deal with language planning problems such as standardization of the lexicon, syntax and orthography. National language policy should also be integrated with educational and economic development. (CLK)

**ED 112 670** FL 007 135

*Perfetti, Charles A. Goldman, Susan R.*

**Discourse Functions of Thematization and Topicalization.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Cognitive Processes, Connected Discourse, \*Discourse Analysis, Language Research, Memory, Narration, Nominals, \*Psycholinguistics, \*Reading Comprehension, \*Recall (Psychological), Semantics, Sentences, Sentence Structure, Verbs

Thematization, the relative frequency of a discourse referent, and topicalization are conceptualized as related discourse functions. In a probe recall experiment, a word with a thematized referent was a better recall probe than a word with a nonthematized referent. Also, an agent noun was a better prompt than a recipient, and this semantic variable interacted with topicalization so that a semantic recipient was a better prompt when it was topic than when it was comment. In a second experiment, subjects' choice between semantically equivalent active and passive sentences was influenced by thematization. Thematized nouns were chosen as topics more often than nonthematized nouns, and nouns used as paragraph titles were chosen as topics slightly more than non-title nouns. It is suggested that twin discourse functions are served by thematization and topicalization, the former providing stable referential focus and the latter providing momentary referential focus. (Author)

**ED 112 671** FL 007 137

*Warriner, Helen P.*

**Foreign Languages: Don't Sell Them Short.**

Pub Date Sep 75

Note—5p.; Reprint of an article in "Public Education in Virginia," v10 n4 p10-13 Win 1975  
Journal Cit—Bulletin of the Modern Foreign Language Association of Virginia; v31 n3 p9-12 Sep 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Career Opportunities, Changing Attitudes, College Language Programs, Educational Attitudes, \*Enrollment Trends, \*Language Enrollment, \*Language Instruction, \*Language Programs, Language Teachers, Secondary Education, \*Second Language Learning, Teaching Methods

This article, in the form of an interview, deals with the status and expected future of foreign language programs in the nations schools and colleges, and in particular, Virginia's. Despite hearsay, enrollment in foreign language has remained fairly constant in Virginia high schools. French and Spanish have the highest enrollments, followed by German, although French has lost more than 20 percent of its enrollment. Russian enrollment has not obvious pattern and Latin is declining. In colleges and universities, enrollments were

noticeably affected by relaxation of language requirements, although many schools still maintain a language requirement for entrance. Negative reports about declining foreign language programs are overstated, mostly because of the decline in French in urban language programs, which are losing academically oriented students to the suburbs, and because of the priority on basic subjects. Changing trends in public attitudes and in business should affect foreign language study in a positive way, however. A growing spirit of nationalism in other countries is leading to increased use of language other than English for international business negotiations. Acceptance of languages other than English in the United States and improvement in the quality of instruction are also sources of encouragement. The article concludes with some advice to students and a brief discussion of the changes in recent years in FL teaching methodology and the challenges facing FL teachers today. (CLK)

**ED 112 672** 32 FL 007 142

*Matos, Reinaldo Matos, Ana*

**Ladrillo and Tales of Juan Bobo: Puerto Rican Folk Tales.**

Connecticut Staff Development Cooperative, Hamden.; Hartford Univ., West Hartford, Conn. Connecticut Migratory Children's Program.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 73

Note—33p.; For related documents, see FL 007 143 and 144

Available from—Connecticut Staff Development Cooperative, 1450 Whitney Avenue, Hamden, Connecticut 06517 (\$20.00 for set of FL 007 142-44, filmstrip and accompanying record)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Bilingual Education, Children's Literature, Cultural Awareness, Elementary Education, Folk Culture, \*Instructional Materials, Language Instruction, Migrant Children, \*Migrant Education, \*Puerto Ricans, \*Reading Materials, Spanish

**Identifiers**—Elementary Secondary Education Act Title I, ESEA Title I

These two illustrated elementary readers contain the Spanish and English versions of the Puerto Rican folk tales, "Ladrillo" and "Cuentos de Juan Bobo." They are part of a series of reading materials for elementary-level migrant children. These materials are intended to help the child relate to his culture, develop interest in knowing about it and take pride in his identity as a Puerto Rican. (CLK)

**ED 112 673** 32 FL 007 143

*Matos, Reinaldo And Others*

**Maria Santa La Torre: A Puerto Rican Folk Tale.**

Connecticut Staff Development Cooperative, Hamden.; Hartford Univ., West Hartford, Conn. Connecticut Migratory Children's Program.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 73

Note—31p.; For related documents, see FL 007 142 and 144

Available from—Connecticut Staff Development Cooperative, 1450 Whitney Avenue, Hamden, Connecticut 06517 (\$20.00 for set of FL 007 142-44, filmstrip and accompanying record)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Bilingual Education, Children's Literature, Cultural Awareness, Elementary Education, Folk Culture, \*Instructional Materials, Language Instruction, Migrant Children, \*Migrant Education, \*Puerto Ricans, \*Reading Materials, Spanish

**Identifiers**—Elementary Secondary Education Act Title I, ESEA Title I

These two illustrated elementary readers contain the Spanish and English versions of a Puerto Rican folk tale, "Maria Santa La Torre." They are part of a series of reading materials for elementary-level migrant children. These materials are intended to help the child relate to his culture, develop interest in knowing about it and take pride in his identity as a Puerto Rican. (CLK)



ED 112 674 32 FL 007 144

*Matos, Reinaldo And Others*  
**Lunaria and Solario: A Puerto Rican Folk Tale [and] Teacher Guide.**

Connecticut Staff Development Cooperative, Hamden; Hartford Univ., West Hartford, Conn. Connecticut Migratory Children's Program.

Spons. Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 73

Note—39p.; For related documents, see FL 007 142 and 143

Available from—Connecticut Staff Development Cooperative, 1450 Whitney Avenue, Hamden, Connecticut 06517 (\$20.00 for set of FL 007 142-44, filmstrip and accompanying record)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Bilingual Education, \*Children's Literature, \*Cultural Awareness, \*Elementary Education, \*Folk Culture, \*Instructional Materials, \*Language Instruction, \*Migrant Children, \*Migrant Education, \*Puerto Ricans, \*Reading Materials, \*Spanish, \*Spanish Speaking

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

These two illustrated elementary readers contain the Spanish and English versions of a Puerto Rican folk tale, "Lunaria y Solario," accompanied by a teacher's guide in both languages. They are part of a series of reading materials for elementary-level migrant children. The teacher's guide provides suggestions for activities and outlines their objectives. These materials are intended to help the child relate to his culture, develop an interest in knowing about it and take pride in his identity as a Puerto Rican. (CLK)

ED 112 675 FL 007 145

*Pino, Octavio*  
**The Influence of the Revolution on Cuban Spanish.**

Pub Date Jul 75

Note—17p.; Paper presented at the Annual Colloquium on Hispanic Linguistics (2nd, Linguistic Institute, University of South Florida, Tampa, July 17-19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Culture Contact, \*Language Styles, \*Language Usage, \*Language Variation, \*Morphology (Languages), \*Political Influences, \*Russian, \*Semantics, \*Social Change, \*Sociolinguistics, \*Spanish, \*Vocabulary

Identifiers—\*Cuban Spanish, \*Language Contact, \*Neologism, \*Word Borrowing

The social, economic, political and cultural changes brought about by the Cuban Revolution have elicited linguistic changes. Although the Revolution is only fifteen years old, these changes have reached the morphological and semantic components of the language. This paper explains the Russian influence and discusses and classifies "rusonol" examples (mixture of Russian and Spanish). The de-Americanization of Cuban Spanish is treated as a parallel development to the Russification of the language. The article also deals with Spanish neologisms which describe the new social order. (Author/KM)

ED 112 676 FL 007 146

*Baker, Robert L.*

**Language Curriculum for the Non-Major.**

Pub Date Apr 75

Note—4p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Career Education, \*College Language Programs, \*College Majors, \*Course Content, \*Curriculum Development, \*Instructional Innovation, \*Language Instruction, \*Modern Language Curriculum, \*Relevance (Education), \*Second Language Learning, \*Teaching Methods

This paper, a portion of a workshop presentation concerning language curriculum for the non-major, explores some of the reasons for the sad situation in which language programs find themselves today and makes some suggestions for some of the things which we need to do in order to make ourselves more attractive to the students, particularly to the non-major. The possibilities suggested include the following: (1) more flexible scheduling, (2) multiple tracks, (3) more emphasis on communication, (4) more attention to understanding the language, (5) more effective use of the media, (6) more relevant and contemporary course content, (7) more courses on civiliza-

tion and culture, (8) content courses in the language, (9) interdepartmental and interdisciplinary courses, (10) the use of the foreign language department as a resource for other departments and the community, (11) courses in English, (12) awareness of the careers in which knowledge of an FL is an asset, (13) advocacy of double majors, and (14) maximum use of overseas programs for all career areas. Actually, it turns out that simply doing some of the things which are most necessary to make our own major programs viable will at the same time make them more attractive to other students. (Author/KM)

ED 112 677 FL 007 147

*Jones, Gaston R.*

**Changing Community Attitudes: Public Relations and Publicity for Foreign Language Teachers (Various Forms of Publicity and Public Relation Techniques Favoring Foreign Languages, as Used in Alabama and Other States).**

Pub Date [75]

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Clubs, \*Co-curricular Activities, \*Community Attitudes, \*Community Relations, \*Cultural Exchange, \*Language Instruction, \*Language Teachers, \*Publicize, \*Public Relations, \*School Community Relationship, \*Secondary Education, \*Second Language Learning

A number of publicity and public relations techniques can be used to promote and renew interest in foreign language study. Communication should be established with civic organizations and community groups by means of lectures. Foreign language clubs can assume new importance by participating in international friendship organizations. The Partner of the Americas organization, for example, establishes relationships between North American and Latin American cities. Students should be encouraged to become acquainted with the organization and to participate in the various cultural exchange programs. The annual state-wide conventions of the federations of high-school foreign language clubs make for further publicity for foreign languages and cultures. Strategies for organizing such a convention are outlined, followed by a copy of the constitution and by-laws of the Alabama Federation of High School Spanish Clubs. Additional forms of publicity and public relations techniques include promotion of foreign languages through television and radio programs, through newspapers, and by means of communication with public figures, such as political leaders and educators, and community agencies, such as publishers. Bumper stickers are also recommended as a form of publicity. (CLK)

ED 112 678 FL 007 148

*Dudley-Evans, A. And Others*

**Aspects of the Writing and Teaching of EST Courses: The Tabriz Materials. ELT Documents (75/2).**

British Council, London (England). English Teaching Information Centre.

Pub Date 75

Note—11p.; For related documents, see FL 007 149 and FL 007 150

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*College Language Programs, \*Course Content, \*Course Organization, \*English (Second Language), \*English for Special Purposes, \*Instructional Materials, \*Material Development, \*Science Instruction, \*Scientific Concepts, \*Scientific Literacy, \*Teacher Developed Materials, \*Teaching Methods

Identifiers—\*Iran (Tabriz), Tabriz University  
 This article reports on the experience of the Language Centre of Tabriz University in Iran. The Centre is responsible for teaching English in 7 faculties: Engineering, Medicine, Agriculture, Pharmacy, Science, Education, and the School of Nursing. The article first gives the background of the students that are to be taught, followed by an outline of the course design. The first-year courses are divided into general courses meant for all students and specific courses broken down into individual areas of interest. The concentration is on basic features of scientific content. In the second year, only specific courses are offered and concentration is on organization of discourse rather than content. The remainder of the article deals with the problems that arose when the pro-

gram was implemented. The teachers prepared their own materials and found it difficult to combine advanced content with elementary-level English. The courses were organized to be as lively and motivational as possible by the use of diagrams, tables, graphs and interpretation. Possibilities for classroom activities, especially technical ones, were limited. Drills were found not to be very useful in this situation, but humor, discussion and student participation in general proved very fruitful. (TL)

ED 112 679 FL 007 149

*Freeman, Sarah McDonough, Jo*

**English for Science at the University of Essex. The Venezuelan Scheme: Materials Development and Methodology. ELT Documents (75/2).**

British Council, London (England). English Teaching Information Centre.

Pub Date 75

Note—15p.; For related documents, see FL 007 148 and FL 007 150

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Cloze Procedure, \*College Language Programs, \*Communication Skills, \*Course Content, \*Course Descriptions, \*Course Organization, \*English (Second Language), \*English for Special Purposes, \*Language Laboratories, \*Language Skills, \*Material Development, \*Science Instruction, \*Scientific Literacy

Identifiers—\*England (Essex), University of Essex, Venezuelans

In January 1975, 31 Venezuelan students of science were admitted to the University of Essex. It was suggested that a pre-first-year period be divided equally between attendance of regular college courses and English courses designed especially for them. This article describes the English course hurriedly prepared to meet this specific situation. The general guidelines were: (1) the English teaching section of the scheme should be heavily, though not totally, oriented to the preparation of materials in English for Special Purposes, and (2) grouping should be according to scientific specialty and not according to proficiency in English. The first term was devoted largely to passive work taught in 5 two-hour sessions each week: (1) kernel lessons intermediate, (2) basic English for Science (BEFS), (3) BEFS, (4) continuation of orientation and social English, and (5) listening/reading materials. The materials and activities used for each of these sessions are described. The cloze procedure was used extensively as was the language laboratory for listening exercises. Reading and writing skills were not tackled systematically until term 2, when the 10 weekly hours were divided as follows: (1) kernel lessons, (2) aural comprehension, (3) BEFS, (4) oral production, and (5) reading comprehension and writing. Students will be evaluated on a pass/fail basis focusing on the study skills needed by a first-year undergraduate in science. (TL)

ED 112 680 FL 007 150

*Clary, J.*

**Science Teaching in a Second-Language Situation. ELT Documents (75/2).**

British Council, London (England). English Teaching Information Centre.

Pub Date 75

Note—10p.; For related documents, see FL 007 148 and FL 007 149

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Communication Skills, \*Course Organization, \*English (Second Language), \*English for Special Purposes, \*Language Skills, \*Manipulative Materials, \*Material Development, \*Science Instruction, \*Science Materials, \*Scientific Literacy, \*Study Skills

Identifiers—\*Material Selection  
 This article presents the subject of English for Specific (or Special) Purposes (ESP) from the point of view of the school teacher or university lecturer attempting to teach science to students for whom the medium of instruction is a second language. The skills a student needs in order to achieve success in a science are analyzed as: (1) discipline-specific-strategies for extracting and patterning the data in a particular field, (2) general organizational-for presenting data in written and iconic form, and (2) linguistic skills.

In a second-language situation, the teacher cannot assume that students come equipped with these skills; he must, therefore, teach them in addition to the scientific content of the course. This places constraints on the organization of the course and on the materials that can be used successfully. High-level science materials, such as lectures and lesson notes, modifiable to fit the level of the students' abilities. What seems to be called for is a set of integrated materials which require increasingly complex communication skills and which provide for individualized learning activities. The close cooperation of science and language specialists is needed to produce such materials in many scientific areas. (TL)

ED 112 681 FL 007 151

Pinsleur, Paul

Criterion vs. Norm-referenced Testing.

Pub Date Sep 75

Note—5p. Not available in hard copy due to marginal legibility of original document  
Journal Cit—Language Association Bulletin; v27 n1 p21-24 Sep 1975

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—College Language Programs, \*Criterion Referenced Tests, Evaluation Criteria, \*Evaluation Methods, Formative Evaluation, \*Language Instruction, \*Language Tests, Linguistic Performance, \*Norm Referenced Tests, Second Language Learning, Sociolinguistics, Summative Evaluation, Teaching Methods, Testing  
Identifiers—Communicative Competence, \*Criterion Referenced Teaching, Norm Referenced Teaching

A norm-referenced evaluation system, which evaluates the student in comparison to his peers, is rejected in favor of a criterion-referenced system. The latter, which rates the performance of a student on an absolute standard, makes for an individualized approach. Two kinds of tests are distinguished, the formative, administered during the course of learning, and the summative, which evaluates achievement following a given period of instruction. It is suggested that formative tests be of the criterion-referenced type. A specific testing program is outlined whereby an aptitude test is administered before instruction begins. When instruction begins, testing is tied directly to the teaching process. The advantage of this is knowing immediately which items need more work. Criterion-referenced testing also de-emphasizes competition, reduces anxiety about learning, and encourages teachers to set realistic and reachable goals, thus helping the less able students. Future language instruction should place greater emphasis on the teaching and testing of communicative competence. The results of an experiment conducted at the University of Illinois to determine the effectiveness of incorporating competence training into the learning process reinforce the importance of teaching communicative competence. A suggested foreign language testing program follows the article. (CfK)

ED 112 682 FL 007 152

Papers from the Basque Linguistics Seminar, University of Nevada, Summer, 1972.

Pub Date 72

Note—182p.

Available from—Seminario Julio de Urquijo, Palacio de la Diputación de Guipúzcoa, San Sebastián, Spain

Journal Cit—Anuario del Seminario de Filología Vasca "Julio de Urquijo"; v6 1972

Document Not Available from EDRS

Descriptors—\*Basque, Case (Grammar), \*Descriptive Linguistics, Form Classes (Languages), Generative Phonology, \*Grammar, Linguistic Theory, \*Morphology (Languages), \*Phonology, Regional Dialects, Semantics, Syntax, Transformation Generative Grammar

Ten papers resulting from the Basque linguistics seminar are collected in this volume. Following introductions by L. Michelena and William A. Douglass, the papers are: (1) "Morphological Evidence of Abstract Verbs in Basque" by Glenn Ayres, (2) "A Survey of Linguistic Variables in the Central Zone of the Deva River Valley" by Ramon M. S. Bereicu Basauri, (3) "Palatalization Phenomena in Basque" by Claudia Corum, (4) "The Expression of Focus in Basque" by Francoise Donzeaud, (5) "Genitivation in Northern Basque Complement Clauses"

by Jeffrey Heath, (6) "Nominative-Ergative Synchronism in Basque" by William H. Jacobsen, Jr., (7) "A Note on Old Labourdin Accentuation" by Luis Michelena, (8) "Formation of the Present Participle in Basque" by Quentin Pizzini, (9) "Partitive Assignment in Basque" by R. P. G. de Rijk, and (10) "Two Borrowed Sound Changes in Basque" by Carlos Zarabozo. (KM)

ED 112 683 FL 007 153

Lederer, Herbert

A Glossary of Grammatical Terminology. German-English, English-German.

Pub Date 75

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage  
Descriptors—Definitions, \*Descriptive Linguistics, English, \*German, \*Glossaries, Grammar, Instructional Aids, \*Language Instruction, Language Research, Reference Books, Vocabulary

Identifiers—\*Grammatical Terminology

Recent advances in the field of descriptive linguistics have produced not only an entirely new grammatical terminology, but also new definitions of traditional grammatical concepts. The result has been a somewhat bewildering profusion and confusion of overlapping terms. The present glossary is the result of several years of research and of workshops conducted at three annual meetings of the American Association of Teachers of German, with the participation of a large number of American and German linguistics and language teachers. It represents an attempt at defining and translating several hundred terms most commonly used in the teaching of German, and to authors, editors, and publishers of German textbooks in the United States. (Author)

ED 112 684 FL 007 164

Wilks, Yorick

Parsing English. Course Notes for a Tutorial on Computational Semantics, March 17-22, 1975.

Pub Date 25 Jan 75

Note—68p.; Paper given at the Institute for Semantic and Cognitive Studies (Castagnola, Switzerland, March 17-22, 1975); For related document, see FL 007 167

Available from—Institute for Semantic and Cognitive Studies, Villa Heleneum, 6976 Castagnola, Switzerland (\$10.00 for complete volume)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Artificial Intelligence, \*Computational Linguistics, \*Computer Programs, Form Classes (Languages), Grammar, Linguistic Theory, Programming, Programming Languages, \*Semantics, \*Structural Analysis, \*Syntax, Transformation Generative Grammar  
Identifiers—\*Parsing

The course in parsing English is essentially a survey and comparison of several of the principal systems used for understanding natural language. The basic procedure of parsing is described. The discussion of the principal systems is based on the idea that "meaning is procedures," that is, that the procedures of application give a parsed structure its significance. Natural language systems should be content—rather than structure-motivated, i.e. they should be concerned with linguistic problems revealed by parsing rather than with the relation of the proposed structure of the system to the structures of other systems. Within this framework, Winograd's understanding system, SHRDLU, is described and discussed, as are the second generation systems of Simmons, Schank, Colby and Wilks. A subsequent discussion compares all these systems. Concluding remarks outline immediate problems, including the need for a good memory model and the use of texts, rather than individual example sentences, for investigation. (CLK)

ED 112 685 FL 007 171

Schnitzer, Marc L.

Rule Governed Pronunciation of English: A Case Study in Generative Spelling.

Pennsylvania State Univ., University Park.

Pub Date 74

Note—64p.

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*English (Second Language), \*French, \*Generative Phonology, Language Instruction, Linguistic Theory, Morphology (Languages), Phonology, \*Pronunciation, Second Language Learning, \*Spelling, Suffixes, Written Language

The primary contact which many non-native speakers have with the English language is visual. Thus, there exist many competent readers of English who are ignorant of pronunciation. In the past, English pronunciation has been taught in a case-by-case fashion, without regard to principles relating orthography to pronunciation. This is a report on one member of a group of Francophone subjects who worked on improving their pronunciation of English by applying ordered rules to standard English spellings in order to derive correct pronunciations. This subject performed rules on 25 classes of words representing English polysyllables ending in 31 different suffixes. Of 5,225 words he was asked to read, he made 2,941 errors at first, as compared with 296 errors after performing the rules on a few words in each class—an improvement of almost 90 percent. (Author)

ED 112 686 FL 007 172

Frank, Gloria And Others

Instructional Objectives and Content Outline, English for Speakers of Other Languages (ESOL). Bulletin No. 275.

Montgomery County Public Schools, Rockville, Md.

Pub Date 74

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Audiolingual Methods, \*Course Content, Cultural Awareness, \*Curriculum Guides, \*Educational Objectives, \*English (Second Language), Grammar, Language Instruction, Language Skills, Second Language Learning, Speech Skills, Vocabulary Development

This booklet consists of a list of instructional objectives and a content outline for the beginning and intermediate levels of the Montgomery County (Maryland) public ESL program. The publication was prepared to identify performance objectives and to provide guidelines for teachers and administrators, both for teaching and for forming realistic expectations of the students. Objectives for both levels include mastery of the four language skills through the audiolingual approach. For the beginning level, course content is centered on situations and topics which the student will encounter in the United States. These topics include classroom and school procedures, food, social formulas, numbers and measurements, health and safety, weather, shopping, family and occupations, home and community, recreation, and transportation. Grammar and vocabulary relevant to the given topic are introduced in each unit. The intermediate level is organized into structural units, each one dealing with a specific issue of grammar. Vocabulary and situations for practice are left to the discretion of the teacher. (CLK)

ED 112 687 95 FL 007 181

Wolfram, Walt Christian, Donna

Sociolinguistic Variables in Appalachian Dialects. Center for Applied Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-4-0493

Pub Date 75

Grant—NIE-G-74-0026

Note—413p.

EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage

Descriptors—\*American English, Applied Linguistics, \*Dialect Studies, Grammar, Language Research, Language Usage, \*Language Variation, Nonstandard Dialects, Phonology, \*Regional Dialects, Sociocultural Patterns, Socioeconomic Status, \*Sociolinguistics  
Identifiers—\*Appalachian English, West Virginia

The aim of the research reported here was to describe dialect diversity in Appalachia (Monroe and Mercer Counties, West Virginia) and to examine the possible effect of this diversity on education. The present volume contains the first two parts of the report, the third being submitted separately. The first part includes chapters 1-5, the second 6-9. Chapter 1 sets forth the sociocultural setting for the study, while chapter 2 establishes a sociolinguistic framework for viewing the linguistic diversity of the region. Chapters 3 and 4 outline the main features of Appalachian English, focusing on phonological and grammatical levels of language organization. Educational considerations are discussed in chapter 5. Part One is intended primarily as a reference work for educators, particularly reading specialists, language arts specialists and speech pathologists. In

Part Two, several select features of Appalachian English are examined in more technical detail; this section is intended primarily for the professional linguist. Chapter 6 deals with "A-prefixing," and chapter 7 with irregular verbs. Chapter 8 discusses the perfective "done," and chapter 9 deals with subject-verb concord. Appendix A provides a sample of two interview questionnaires, one used for adults and one for adolescents. Appendix B consists of a sample informal interview, and Appendix C gives a complete list of the informants who participated in the project, including their age, sex, and occupation. A bibliography concludes the volume. (Author/CLK)

**ED 112 688** FL 007 182

**Bruce, Bertram C.**  
**Belief Systems and Language Understanding.**  
Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.—A1-21; AD-A012-533; BBN-2973

Pub Date Jan 75

Note—88p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (AD-A012533, MF \$2.25, HC \$4.75)

#### Document Not Available from EDRS

Descriptors—Association (Psychological), \*Behavior Patterns, \*Beliefs, Cognitive Processes, \*Communication (Thought Transfer), Motivation, Perception, \*Psycholinguistics, Semantics, \*Social Behavior, Social Relations, Speech, Verbal Communication, Vocabulary, Word Recognition

The paper discusses some of the "belief systems knowledge" used in language understanding. It begins with a presentation of a theory of personal causation. The theory supplies the tools to account for purposeful behavior. Using primitives of the theory, the social aspect of an action can be described. The social aspect is that which depends on beliefs and intentions. Patterns of behavior, called "social action paradigms" (SAP's) are then defined in terms of social actions. The SAP's provide a structure for episodes analogous to the structure a grammar provides for sentences. (Author)

**ED 112 689** FL 007 183

**Bruce, Bertram C.**  
**Case Systems for Natural Language.**  
Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.—A1-23; AD-A012-530; BBN-3010

Pub Date Apr 75

Note—81p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (AD-A012530, MF \$2.25, HC \$4.75)

#### Document Not Available from EDRS

Descriptors—\*Case (Grammar), Deep Structure, Form Classes (Languages), Grammar, Language Research, \*Linguistic Theory, \*Morphology (Languages), Nominals, \*Semantics, Surface Structure, \*Syntax, Word Recognition

In many languages (e.g. Latin, Greek, Russian, Turkish, German) the relationship of a noun phrase to the rest of a sentence is indicated by altered forms of the noun. The possible relationships are called (surface) "cases." Because (1) it is difficult to specify semantic-free selection rules for the cases, and (2) related phenomena based on prepositions or word order appear in apparently case-less languages, many have argued that studies of cases should focus on meaning, i.e. on "deep cases." A representative sample of proposed case systems is examined. Issues such as surface versus deep versus conceptual level of cases, and the efficiency of the representations implicit in a case system, are also discussed. (Author)

**ED 112 690** FL 007 184

**Walker, Donald E. And Others**  
**Speech Understanding Research. Annual Technical Report.**

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Pub Date Jun 75

Note—393p.

#### EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage

Descriptors—\*Computational Linguistics, \*Computer Programs, \*Computer Science, Discourse Analysis, \*Information Processing, Language Research, Linguistic Theory, Phonetics, Phonology, \*Programming, Programming Languages, Semantics, \*Speech

Identifiers—Pragmatics, \*Speech Understanding Systems

This report is the third in a series of annual reports describing the research performed by Stanford Research Institute to provide the technology that will allow speech understanding systems to be designed and implemented for a variety of different task domains and environmental constraints. The current work is being carried out cooperatively with the System Development Corporation, which is responsible for signal processing, acoustics, phonetics, and phonology. Following an Introduction and Overview, separate sections describe in detail the Definition System, the Parsing System, the Language Definition, Semantics, and Discourse Analysis and Pragmatics. Appendix A contains a listing of the language currently defined in the speech understanding system. Appendix B lists the reports and publications issued by the project staff. (Author)

**ED 112 691** FL 007 186

**Plewes, S. Frank**  
**Theory vs. Taxonomy: On Teaching 'Syntactically Irregular' Verbs in Russian.**

Pub Date Oct 75

Note—16p.; Paper presented at the National Convention of the American Association for the Advancement of Slavic Studies (Atlanta, Georgia, October 9, 1975)

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Descriptive Linguistics, Grammar, \*Language Instruction, Language Patterns, Linguistic Theory, Morphology (Languages), \*Russian, Second Language Learning, \*Semantics, Sentence Structure, \*Syntax, Taxonomy, Teaching Methods, \*Verbs

This paper suggests methods for teaching the Russian verbs that govern what are loosely termed "objects" in oblique cases. The case government of such verbs is not necessarily an individual irregularity. Definite patterns emerge, both morphological and semantic, to facilitate grouping these verbs into classes. Russian verbs requiring genitive objects are examined first. Such verbs fall into two major semantic groups, each defined as the semantically polar opposite of the other. It is demonstrated that the groups share an underlying and very abstract semantic feature along the lines of Jakobson's theory of the semantic invariance of case. Verbs governing the dative are then examined. Some of these are examined from the viewpoint of "extended indirect objects," while others are seen as statives requiring a dative referent or addressee. Certain morphological similarities of these verbs are noted. Finally, some instrumental-governing verbs are examined as an extension of the agent/instrument categories of passive sentences, and a few others are assigned the more general meaning "use as if it were an instrument." It is concluded that the application of semantic groupings such as these, of varying degrees of abstraction, is an effective way of pedagogically systematizing an otherwise apparently unsystematic body of data. (Author/TL)

**ED 112 692** FL 007 188

**Mitchell, Stephen A.**  
**Tradition and Change in Swedish Address Forms.**

Pub Date 16 May 75

Note—12p.; Paper presented at the Minnesota Regional Conference on Languages and Linguistics (Minneapolis, Minnesota, May 16-17, 1975)

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Changing Attitudes, Diachronic Linguistics, Indo European Languages, \*Language Usage, \*Oral Communication, Political Influences, \*Pronouns, Social Attitudes, Sociocultural Patterns, \*Sociolinguistics, Synchronic Linguistics

Identifiers—Address Forms, \*Swedish

In most European languages, choice of address form classifies the relation between speakers. The first theoretical framework for analyzing address form usage was established by Brown and Gilman (1960) in their investigation of the semantics of pronoun use in a wide variety of Indo-European languages, which concluded that Europeans use the informal pronoun with increasing frequency.

This appears to be true of Swedish, in which greater avoidance of second person personal pronouns is practiced than in other European languages. The problem of choosing an appropriate term in Swedish has been complicated by a feeling that the grammatically correct use of the second person plural to a single individual was impolite. One was expected to use other forms. Recently, however, this practice has changed towards a more general use of the informal pronoun, due partly to a number of political and social pressures. This paper discusses both aspects of Swedish address form usage: the diachronic, with emphasis on social and political factors which have produced considerable change in the system during this century, and the synchronic, focusing on age and formality as possible factors in form choice. (Author/CLK)

**ED 112 693** FL 007 189

**Pidgin and Creole Languages, with Particular Reference to the West Indies and English-Based Creoles. Specialised Bibliography A1.**

British Council, London (England). English Teaching Information Centre.

Pub Date Feb 73

Note—6p.

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, \*Creoles, Dictionaries, Grammar, \*Language Variation, \*Pidgins, Reference Materials, \*Resource Materials, Sociolinguistics, Syntax

Identifiers—\*West Indies

This bibliography is divided into three main sections. The first section lists bibliographies relevant to pidgin and creole studies. The second cites books and articles pertaining both to pidgin and creole studies in general and to the West Indies in particular. The third section gives references for books and articles in areas other than the West Indies. Entries include both American and European publications, and most have been published since 1965. (CLK)

**ED 112 694** FL 007 190

**Bilingualism and Multilingualism, with a Section on Bilingual Education. Specialised Bibliography A2.**

British Council, London (England). English Teaching Information Centre.

Pub Date Feb 74

Note—5p.

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, \*Bilingual Education, \*Bilingualism, Language Planning, Language Variation, \*Multilingualism, Reference Materials, \*Resource Materials, Second Language Learning, Sociolinguistics

This bibliography is divided into three main sections. The first section lists bibliographies relevant to bilingualism and multilingualism. The second section cites books and anthologies dealing with bilingualism and multilingualism, while the third section gives references for books dealing with bilingual education. Entries include both American and European publications, and most have been published since 1970. (CLK)

**ED 112 695** FL 007 191

**Semantics. Specialised Bibliography A3.**  
British Council, London (England). English Teaching Information Centre.

Pub Date Nov 73

Note—6p.

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Language Research, Linguistics, \*Linguistic Theory, Philosophy, Reference Materials, \*Resource Materials, \*Semantics, Syntax, Transformational Grammar

This bibliography cites references to books and anthologies in all areas of semantic studies, including generative semantics, studies of meaning in language and of the function of language, studies of syntax and semantics, and of the relationship between meaning and style. Entries include both American and European publications, and most have been published since 1965. (CLK)

**ED 112 696** FL 007 192

**Discourse Analysis and Grammar Above the Sentence. Specialised Bibliography A4.**

British Council, London (England). English Teaching Information Centre.

Pub Date Oct 73

Note—4p.

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage



## 112 Document Resumes

**Descriptors**—\*Bibliographies, \*Discourse Analysis, Grammar, Language Research, Linguistic Theory, \*Resource Materials, Sociolinguistics, \*Structural Analysis, \*Syntax, Transformational Generative Grammar

This bibliography is divided into three main sections. The first section cites one bibliography relevant to discourse analysis. The second section cites books pertaining to discourse analysis, language structure, and transformational generative grammar. The third section refers to articles in the same areas. Entries include both American and European publications, and most have been published since 1970. (CLK)

**ED 112 697** FL 007 193  
**American and British English Compared. Specialised Bibliography A5.**  
 British Council, London (England). English Teaching Information Centre.  
 Pub Date Aug 75  
 Note—3p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*American English, \*Bibliographies, \*Contrastive Linguistics, Cross Cultural Studies, Diachronic Linguistics, \*English, Language Research, Language Usage, \*Resource Materials, Sociolinguistics, Synchronic Linguistics

**Identifiers**—\*British English  
 This bibliography consists of a select list of books and articles pertaining to a comparison of American and British English. Entries include studies of linguistic contrasts, sociolinguistic comparisons, differences in language usage, some diachronic topics, and reference materials such as dictionaries. Entries include both American and European publications, and most have been published since 1965. (CLK)

**ED 112 698** FL 007 194  
**Transformational Grammar. Specialised Bibliography A7.**  
 British Council, London (England). English Teaching Information Centre.  
 Pub Date Aug 75  
 Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Bibliographies, \*Generative Phonology, Grammar, Language Research, Linguistic Theory, Reference Materials, \*Resource Materials, \*Syntax, \*Transformational Generative Grammar, Transformations (Language), \*Transformation Theory (Language)

This bibliography provides references to bibliographies, periodicals, books, and anthologies pertaining to transformational grammar, including introductory texts and texts dealing with the relationship between transformational grammar and semantics, with generative phonology, and with language instruction. Entries include both American and European publications, and most have been published since 1970. (CLK)

**ED 112 699** FL 007 195  
**Basic English. Specialised Bibliography A8.**  
 British Council, London (England). English Teaching Information Centre.  
 Pub Date Oct 73  
 Note—4p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Applied Linguistics, Basic Reading, Basic Vocabulary, \*Bibliographies, Dictionaries, \*English, \*English (Second Language), Global Approach, \*Instructional Materials, \*Language Instruction, Reading Materials, Resource Materials, Textbooks

**Identifiers**—\*Basic English  
 This bibliography is divided into four sections. The first section lists books dealing with various aspects of basic English instruction, while the second section cites instructional materials available for basic English teaching. The third section cites English dictionaries, and the final section relevant articles. Entries include both American and European publications. Many of the books were published in the '30s, '40s, and '50s. (CLK)

**ED 112 700** FL 007 196  
**First-Language Acquisition, Including the Classroom Situation. Specialised Bibliography A9.**  
 British Council, London (England). English Teaching Information Centre.  
 Pub Date Jul 74  
 Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, \*Child Language, \*Classroom Environment, \*Language Development, Language Research, Linguistic Theory, Psycholinguistics, Reference Materials, \*Resource Materials, Sociolinguistics

This bibliography is divided into three sections. The first section lists bibliographies relevant to first-language acquisition. In the second section, books pertaining to first-language acquisition and to language in the classroom situation are cited, while the third section lists two periodicals in the same areas. Entries include both American and European publications, and most have been published since 1970. (CLK)

**ED 112 701** FL 007 197  
**Interpreting and Translation. Specialised Bibliography A10.**  
 British Council, London (England). English Teaching Information Centre.  
 Pub Date Aug 75  
 Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Bibliographies, Communication (Thought Transfer), \*Interpreters, Language Ability, Language Skills, \*Machine Translation, Reference Materials, \*Resource Materials, Speech Skills, \*Translation

This bibliography is divided into five sections. In the first section, bibliographies pertaining to interpreting and translating are listed. The second section cites general studies and directories. The entries in the third, fourth, and fifth sections concern the areas of interpreting, translation, and machine translation respectively. Entries include both American and European publications, and most have been published since 1970. (CLK)

**ED 112 702** FL 007 198  
**Frequency Studies-Vocabulary and Structure. Specialised Bibliography A11.**  
 British Council, London (England). English Teaching Information Centre.  
 Pub Date Mar 73  
 Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Bibliographies, Language Instruction, Mathematical Linguistics, Reference Materials, \*Resource Materials, Sociolinguistics, Statistical Analysis, \*Vocabulary, \*Word Frequency, \*Word Lists

This bibliography is divided into five sections. The first section cites bibliographies relevant to the study of word frequency, while the second section gives references to word lists. The third and fourth parts deal with general vocabulary studies and related articles, respectively. The fifth section concerns structural frequency counts, with entries both for books and for articles. Entries include both American and European publications, and most have been published since 1960. (CLK)

**ED 112 703** FL 007 199  
**Linguistics, the British Contribution. Specialised Bibliography A12.**  
 British Council, London (England). English Teaching Information Centre.  
 Pub Date Nov 72  
 Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Bibliographies, Grammar, Language Instruction, \*Language Research, \*Linguistics, \*Linguistic Theory, Phonology, Psycholinguistics, Reference Materials, \*Resource Materials, Sociolinguistics, Surveys

**Identifiers**—\*England  
 This bibliography consists of three sections, the entries in each having to do with the British contribution in linguistics. The first section lists relevant books, with entries in all areas of linguistics, while the second section cites periodicals. The third section cites surveys done of British work. The surveys include material published elsewhere in Europe and in the U.S. Most entries have been published since 1960. (CLK)

**ED 112 704** FL 007 251  
**Caiford, J. C.**  
**Ergativity in Caucasian Languages.**  
 Pub Date [74]  
 Note—59p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—\*Case (Grammar), \*Caucasian Languages, Contrastive Linguistics, Descriptive Linguistics, \*Linguistic Theory, Nominals, \*Sentence Structure, Syntax, \*Verbs

**Identifiers**—\*Ergativity

The ergative construction is characteristic of all 37 languages of the Caucasian group. After definition of "subject" and "object," a summary is given of 13 Caucasian intransitive and transitive sentence-types, with respect to the case forms of their subjects and objects. The principal "symptoms" of ergativity are: (1) subject in an oblique (ergative) case; (2) object in the nominative (or absolutive) case; (3) verb agrees in class and/or person and number with the object; and (4) in N.W. Caucasian only, pronominal prefixes in the sequence O-S-V. Numerous deviations are discussed. Arguments are presented against the once-popular view that the ergative construction is "really" a passive construction. In the N. Caucasian languages, the ergative transitive construction systematically contrasts with a nominative transitive construction (subject in nominative, object in nominative or oblique case). The ergative construction highlights the effect of the verbally expressed activity on the object; the nominative construction highlights the activity of the subject. Ergativity in all ergative languages can be classified as Functional (i.e., in meaningful contrast with a non-ergative transitive construction), as in N. Caucasian, Chukot-Kamchadal, Eskimo-Aleut, or Formal (i.e., as a mere obligatory formal feature of transitive sentences), as in Georgian and the Iranian, Dardic, and Indic ergative languages. (Author)

**ED 112 705** FL 007 253  
**Lu, John H-T.**  
**The Potential Markers in Mandarin.**  
 Pub Date 75

Note—25p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Atlanta, Georgia, November 8, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Deep Structure, \*Descriptive Linguistics, \*Linguistic Theory, \*Mandarin Chinese, Semantics, Sentence Structure, Surface Structure, Syntax, \*Transformational Generative Grammar, \*Verbs

**Identifiers**—\*Potential Markers  
 In Mandarin Chinese the two lexical items "de" and "bu," when inserted into a verb-verb construction, function as positive and negative potential markers, respectively. Their insertion, however, is not very regular or uniform, because some V-V constructions require their presence, while others take them optionally, and still others do not occur with them at all. The purpose of this paper is thus twofold: first, to study their distribution, and second, to account for their co-occurrence or nonco-occurrence in the V-V constructions involved. It is claimed here that with the help of the semantic properties of the V-V constructions, we can easily predict where they can be inserted, and where they must be excluded. (Author)

## HE

**ED 112 706** HE 005 940  
**Foster, Penny And Others**

**Graduate Science Education: Student Support and Postdoctorals, Fall 1973. Surveys of Science Resources Series. No. NSF-74-318.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-74-318  
 Pub Date May 75  
 Note—209p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00239-4, \$2.15)

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors**—Educational Research, Educational Trends, Engineering Education, Fellowships, \*Graduate Students, \*Graduate Study, \*Higher Education, Medical Education, National Surveys, Part Time Students, \*Post Doctoral Education, Private Colleges, Public Schools, \*Science Education, Student Characteristics

**Identifiers**—\*Student Financial Aid  
 A survey launched in 1972 to continue to provide a national data base on financial aid to graduate students in sciences and engineering yielded statistics based on a 100 percent response rate from 6,559 master's and doctorate departments in 339 institutions awarding science and engineering doctorate degrees, including 104 separate

medical schools. Characteristics of graduate enrollment examined were enrollment status (full- and part-time), distribution among fields of science, level of study, citizenship, control of institution (public or private), sex of students, type and sources of major support. Postdoctoral utilization by field of science was examined in terms of type and source of support. Trend data for the period 1967-73 were derived by linking the 1972-73 data to statistics provided for 1967-71 on National Science Foundation traineeship applications. Findings include these: In 1973 doctorate-granting institutions enrolled 218,000 full- and part-time students, with full-time enrollment (164,300) down 3 percent from 1972 and part-time enrollment up 4 percent. Decline in full-time enrollment since 1967 was 5 percent, with students dependent on federal support down 40 percent. Graduate departments utilized 16,400 postdoctoral appointees in 1973 (a rise of 31 percent from 1967 to 1972), 69 percent of whom received federal support. Detailed statistical tables are included. (JT)

**ED 112 707** HE 006 525  
Private Higher Education in North Carolina. Report and Recommendations.  
North Carolina Univ., Chapel Hill.  
Pub Date 14 Mar 75  
Note—105p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—Church Related Colleges, Educational Economics, \*Educational Finance, Financial Support, \*Higher Education, Nonpublic School Aid, \*Private Colleges, \*Private Financial Support, Resident Students, Student Loan Programs, Tuition, \*Undergraduate Study, Universities

Identifiers—North Carolina, \*Student Financial Aid, Tuition Assistance Grant Program

There are 39 private colleges and universities in North Carolina. In 1974, 56% or 24,188 of the total undergraduate enrollment at these institutions were residents of North Carolina. The state has a policy of general financial assistance to the private sector amounting to \$200 each academic year for each full-time resident undergraduate enrolled in these institutions. The institutions are obligated to match these funds. This report provides an overview of the private colleges and universities and the present state policy toward them as well as the contributions of these private institutions to the state while outlining their needs. These institutions have made it clear that state assistance should be in the form of aid to students and not aid to the institutions. The report recommends the establishment of a Tuition Assistance Grant program which would provide aid to needy North Carolina undergraduates to assist them in meeting tuition charges to attend an accredited private college or university which they select and to which they are admitted. The funds appropriated for the Tuition Assistance Grant program would respond to the problem of enrollment difficulties caused by the tuition differential between public and private institutions. (Author/JMF)

**ED 112 708** HE 006 555  
Geographic Origins of First-Time Students, Fall 1973. Report No. 3-75.  
State Univ. of New York, Albany. Central Staff Office of Institutional Research.  
Pub Date Jan 75  
Note—193p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
Descriptors—Community Colleges, \*Comparative Statistics, Data Analysis, \*Geographic Distribution, \*Higher Education, \*Residential Patterns, School Districts, School Surveys, State Colleges, State Surveys, \*State Universities  
Identifiers—\*State University of New York

Geographic origins or permanent residence of all first-time credit course students attending the SUNY institutions during the 1973 fall term are surveyed. This report includes eight tables of basic data in relation to the four coordinating areas of New York state. These areas offer a policy and planning framework for meeting the educational needs of the citizens of any given area of the state while maximizing the efficient use of the existing academic resources in a given area. Tables are included that list the State University institutions in each area and show the permanent residence distribution of the full-time first-time students by area as a percent of total enrollment. During the 1970's, the percentage of college-

going within New York state students served by the State University has steadily increased, even when the college-going rate itself has remained stable or declined. Some limitations of the study are cited with regard to data collection procedures. (LBH)

**ED 112 709** HE 006 559  
Staats, Elmer B.

Administration of the Office of Education's Student Financial Aid Program. Office of Education, Department of Health, Education, and Welfare, B-164031(1). Report to the Special Subcommittee on Education, House Committee on Education and Labor.

Comptroller General of the U.S., Washington, D.C.

Pub Date 4 Apr 74

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Administrative Personnel, Educational Equality, Educational Finance, \*Educational Legislation, \*Federal Aid, Federal Legislation, Financial Needs, Financial Support, \*Higher Education, Legislators, Scholarship Loans, \*Student Loan Programs, Tuition, \*Work Study Programs

Certain aspects of the Guaranteed Student Loan, National Direct Student Loan, College Work-Study, and Supplemental Educational Opportunity Grants programs are reviewed and evaluated. The rules and regulations OE provides to educational and lending institutions for administering the federally sponsored student financial aid programs are found to be consistent with the provisions of the authorizing legislation. Generally, financial aid offices did not consider race, sex, athletic ability, academic record, and alumni relationship of student applicants. However, some financial aid officers were influenced by one or more variables in addition to need, such as age, class in school, and place of residence. The present process for allocating loan funds to educational institutions is apparently not equitable. Some institutions receive all or more than the total funds they need to meet the needs of their students while others receive substantially less than their actual need. Regional review panels do not have enough time or data to make appropriate review of institutional applications. Recommendations to HEW are offered. (LBH)

**ED 112 710** HE 006 577  
Final Report of the Governor's Commission on Education.

Governor's Study Commission on Structure and Governance of Education, Annapolis, Md.

Pub Date 7 May 75

Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Boards of Education, \*Early Childhood Education, Educational Equality, Educational Philosophy, Educational Planning, \*Educational Policy, Educational Practice, \*Higher Education, Institutional Schools, \*Public Education, School Administration, \*Secondary Education, State Boards of Education  
Identifiers—\*Maryland

The structure and governance of education in Maryland from early childhood through the graduate school is described in a report to the governor. A summary is included of the commission's views of education, as well as a brief review of the status of education, a proposed structural reform, and a series of recommendations. The recommendations deal with: duties and responsibilities of the Joint Education Board at the state level; duties and responsibilities of state and local boards for secondary and elementary education and for institutional education; duties and responsibilities of the state board for higher education; boardsmanship; and principles of equality. Minority statements are included. (LBH)

**ED 112 711** HE 006 590  
Bueche, Arthur M.

The Supply of Scientists and Engineers.

General Electric Co., Schenectady, N.Y. Research and Development Center.

Report No.—GPR-74-016

Pub Date 11 Oct 74

Note—7p.; Paper presented at the 150th Anniversary Convocation, Rensselaer Polytechnic Institute (October 11, 1974)

Available from—Communications Branch, Research and Development Center, General Electric Company, Schenectady, New York 12301 (Order No. GPR-74-016, free)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Engineering Education, \*Engineers, \*Higher Education, Manpower Utilization, Professional Occupations, Professional Personnel, Science Departments, \*Science Education, Scientific Personnel, Scientists

The supply of scientists and engineers should be viewed not only in terms of quantity, but also in terms of quality and preparation. Forecasts have proven inaccurate in the past so that industry must assure an adequate quantity of students entering the science and engineering fields by the promise of employment. The quality of the professionals can be assured by attracting the best of the foreign students as well as the best American students. And good preparation can be assured by keeping the relationship between the industry and the educational community dynamic. Further, it is necessary for the universities to join in seeking additional innovative ways to make academic and industrial scientists and engineers more aware of each other's jobs and challenges through greater cooperative efforts. (JMF)

**ED 112 712** HE 006 621  
Hodgkinson, Harold And Others

A Manual for the Evaluation of Innovative Programs and Practices in Higher Education.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 74

Note—209p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Counseling Programs, Delivery Systems, \*Educational Innovation, Educational Resources, \*Higher Education, \*Instructional Innovation, \*Instrumentation, Manuals, Multimedia Instruction, Peer Counseling, \*Resource Guides

Evaluation procedures are presented in this sourcebook for individuals and institutions involved in innovative programs. The major evaluation instruments available are described, including the name of the instrument, its acronym, respondents on whom it has been used, the items and scales contained in the instrument, the instrument's response set, and the various norm groups for which correlation data are available. A listing is provided of current innovative programs and practices in higher education, organized around four themes: (1) audience innovations (new groups in higher education's student body); (2) content innovations (interdisciplinary social science programs, etc.); (3) teaching and counseling innovations (contract learning, peer tutoring, etc.); (4) delivery system innovations (cluster colleges, course by newspaper, etc.). (LBH)

**ED 112 713** HE 006 622  
Silber, John R.

The "Private" Contribution to Public Higher Education.

Pub Date 9 May 75

Note—27p.; Testimony delivered before the Education Committee, General Court of Massachusetts (February 24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Comparative Statistics, Economic Factors, \*Educational Economics, Educational Finance, Educational Legislation, \*Financial Support, \*Higher Education, \*Nonpublic School Aid, Private Financial Support, Public Education, Public Schools, \*State Aid, State Legislation, State Universities  
Identifiers—\*Massachusetts

The economic well-being of higher education in Massachusetts is seen as a vital concern to the state. It is described as a single system, with independent state components. Discrimination in the right of access to higher education is cited for the 42 percent of the state residents who attend independent colleges and universities in the commonwealth; i.e., those not state-owned and taxpayer subsidized. Public and private institutions are equated in terms of goals and actual costs, but differences are cited in terms of price to the student. Statistics are reported to indicate the economic benefit to the state of private institutions as well as the economic burden carried by the institutions themselves. Comparative graphs are presented on expenditures such as maintenance, retirement and insurance costs, cost-of-living adjustments, fuel deficiency, debt service, and taxpayer/student expenditures. The Massachusetts House Bill 2882, which provides an apportionment to each qualified Massachusetts high school graduate that the student can take to the college of his choice within the common-

wealth, is supported with modifications recommended. It is concluded that if the General Court continues to restrict its subsidy of public higher education to the state sector and continues to discriminate against the independent sector, it will eventually destroy a significant part of the system of quality education in Massachusetts. (LBH)

**ED 112 714 HE 006 636**  
**Project AHEAD. A New Program in Cooperative Education.**

Army Recruiting Command, Fort Sheridan, Ill.

Pub Date Jan 75

Note—44p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Armed Forces, Career Opportunities, Community Cooperation, Community Involvement, Employment Opportunities, \*Federal Programs, \*Higher Education, \*Incentive Grants, \*Military Personnel, Program Evaluation, Recruitment, \*School Community Programs, Veterans

Identifiers—Project AHEAD

Project AHEAD (Army Help for Education and Development) is a program carried out by hundreds of participating colleges and universities to aid veterans and current military personnel in completing their education. The project can be used by recruiters to encourage volunteers to prepare for their personal futures as well as for their military advancement and promotion. It allows communities and community leaders to keep youth in their own areas by recruiting youth for post-Army commitment in their own state. Project AHEAD is seen as a method of tying existing educational programs together under a single marketing plan which will strongly appeal to educators, parents, influencers, and the educationally motivated man or woman. The program of higher education is operated by the participating colleges, with the Army acting only as the vehicle for implementing it. The potential market for the schools is new enlistees entering the Army and the 780,000 soldiers already on active duty. (LBH)

**ED 112 715 HE 006 640**  
**Pfnister, Allan O.**

**Trends in Higher Education in the United States. No. 6. Implications for Undergraduate Colleges. A Review of Recent Literature. A Report to the Commission on the Future, the Lutheran Educational Conference of North America.**

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date Mar 75

Note—93p.; For related documents see, HE 006 640-645

Available from—Lutheran Educational Conference of North America, 955 L'Enfant Plaza, S.W., Suite 4500, North Building, Washington, D.C. 20024. (\$3.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Church Related Colleges, Curriculum Development, Educational Finance, Enrollment Trends, Governance, \*Higher Education, \*Literature Reviews, Private Colleges, Students, \*Trend Analysis

Identifiers—\*Commission on the Future, Lutheran Educational Conference of North America

The Lutheran Education Conference of North America established its Commission on the Future in 1972 and developed a series of proposals for projects that would result in documents useful for planning among the colleges related to the Lutheran Church. At the request of the Commission an overview of the current status of higher education in the United States reflected in the contemporary literature was drawn up. In addition, the commission requested that this overview be particularly directed to the implications for planning for the Lutheran colleges. The supporting documents for this report are the five monographs that review recent developments in American higher education in terms of enrollment, students, governance, instructional programs, and finance. This document attempts to relate the general findings of the review of the literature to the 45 institutions affiliated with the American Lutheran Church, Lutheran Church in America, and the Lutheran Church-Missouri Synod; and concentrates on the implications drawn from the literature for the future of private and church-affiliated institutions of higher education. (JMF)

**ED 112 716 HE 006 641**

**Pfnister, Allan O.**

**Trends in Higher Education in the United States. No. 1. Enrollments, a Review of Recent Literature. A Report to the Commission on the Future, the Lutheran Educational Conference of North America.**

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date Mar 75

Note—46p.; For related documents, see HE 006 640-645

Available from—Allan O. Pfnister, Professor of Higher Education, University of Denver, 2199 S. University Blvd., Denver, Colorado 80210 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Birth Rate, College Students, Demography, Educational Attitudes, \*Educational Trends, \*Enrollment, Enrollment Influences, Enrollment Projections, Enrollment Rate, \*Enrollment Trends, \*Higher Education, Literature Reviews, Population Trends, School Demography, Student Attitudes, Student Characteristics, Student Enrollment

Two basic developments during the late 1960s and early 1970s will have long-term consequences for higher education in the United States. The first is the striking change in population trends; the declining birth rate reached a low of 15.6 live births per 1,000 population in 1972. The second factor examined is the apparent shift in attitude toward college going among the traditional group of college-age persons. These two factors will obviously not in themselves account for all of the changes that will take place in higher education before the year 2000, but numbers of students who finally enroll will always establish the context within which institutions must develop strategy, and will set the parameters within which changes will be effected. In reporting on the recent literature in these areas, the report makes no attempt to establish specific projections for any group of institutions, much less any individual institution. It does, however, examine the predictions of several other sources. The report examines the traditional pool from which college enrollments are drawn and the expanding college going pool, the "new student," and its impact on both public and private institutions. (JMF)

**ED 112 717 HE 006 642**

**Pfnister, Allan O.**

**Trends in Higher Education in the United States. No. 2. Students in the 70's. A Review of Recent Literature. A Report to the Commission on the Future, the Lutheran Educational Conference of North America.**

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date Mar 75

Note—52p.; For related documents, see HE 006 640-641, 643-645

Available from—Allan O. Pfnister, Professor of Higher Education, University of Denver, 2199 S. University Blvd., Denver, Colorado 80210 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*College Students, \*Educational Trends, \*Higher Education, \*Literature Reviews, Longitudinal Studies, Managerial Occupations, Political Attitudes, Social Values, Student Attitudes, \*Student Characteristics, Student College Relationship, Student Motivation, Student Opinion

Contemporary American college students are compared with students of the 1960s, whose actions have become points of reference for discussions of the pre-1960s and post-1960s. Longitudinal studies are reviewed that indicate the gap within the generation of young people in 1969 was greater than the gap between the generations. The campus was becoming highly politicized, with a large proportion of students sharing the views of the minority group of revolutionaries. A 1971 study noted a change in mood, away from personal despair and depression. The 1973 students seemed more prepared to accept or at least work within the established political lines and had more confidence in society. Striking differences are noted between entering in 1966 and those in 1973, with increases in interest in business fields and decreases in engineering. Increasing numbers of women and minority students are cited. Problems in the job market are

seen, and opportunities in the 1970s are outside the traditional professions, concentrated instead in government administrative and management fields, business management, sales, advertising, and other service industries. Developments in student attrition rates are also discussed. (JMF)

**ED 112 718 HE 006 643**

**Pfnister, Allan O.**

**Trends in Higher Education in the United States. No. 3. Governance (Organization and Administration). A Review of Recent Literature. A Report to the Commission on the Future, the Lutheran Educational Conference of North America.**

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date Mar 75

Note—98p.; For related documents, see HE 006 640-642, 644-645

Available from—Allan O. Pfnister, Professor of Higher Education, University of Denver, 2199 S. University Blvd., Denver, Colorado 80210 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Administration, College Administration, Educational Attitudes, \*Educational Trends, \*Governance, \*Governance Boards, \*Higher Education, Institutional Administration, Literature Reviews, Power Structure, \*Students

The term "governance" refers to the process and structure by which and through which decisions about current and projected activities on the campus are reached. The critical issues in governance in the mid-1970s are singled out and recent literature concerning them is presented. Those critical issues are: (1) the role of students in governance; (2) the creation of structures that allow the exercise of power and authority within the university; (3) the role of the faculty in governance, particularly as this is conditioned by the development of collective bargaining and questions of tenure; (4) the developing of state-wide coordination systems; and (5) the role of the president in the contemporary college or university. (Author/JMF)

**ED 112 719 HE 006 644**

**Pfnister, Allan O.**

**Trends in Higher Education in the United States. No. 4. Instructional Programs. A Review of Recent Literature. A Report to the Commission on the Future, the Lutheran Educational Conference of North America.**

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date Mar 75

Note—98p.; For related documents see, HE 006 640-645

Available from—Allan O. Pfnister, Professor of Higher Education, University of Denver, 2199 S. University Blvd., Denver, Colorado 80210. (\$3.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Course Content, \*Curriculum, Curriculum Development, Curriculum Research, \*Higher Education, \*Instructional Design, Instructional Programs, \*Literature Reviews, Program Content, \*Undergraduate Study

Changing curriculum involves more than effecting variations in content of particular courses; it involves the sum total of experiences afforded the student in the pursuit of his educational objectives. Rather than debate whether what is happening is new or different or evidence of change, this review of the current literature reports what is being written about curriculum and leaves it to the reader to make judgments about degrees or kinds of change. There is an attempt to compare program elements over time and to analyze these trends toward change in terms of three kinds of responses by institutions that have resulted in new programs: (1) the creation of new institutions; (2) the transformation of existing institutions as in the "cluster colleges" and the "college-within-college" as well as totally reorganized colleges; and (3) change through accretion and attrition, i.e., the addition of new programs or emphases and the dropping of old programs. The transformation is illustrated by gradual changes and developments in general education, in the areas of concentration or majors; the development of new areas of concentration; the changes in academic calendars to allow for more course experimentation; and procedural changes, such as new grading systems, variations in advising,



development of contract and performance-based courses, and others. (JMF)

**ED 112 720** HE 006 645

*Pfnister, Allan O.*

**Trends in Higher Education in the United States. No. 5. Financing the Program. A Review of Recent Literature. A Report to the Commission on the Future, the Lutheran Educational Conference of North America.**

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date Mar 75

Note—111p.; For related documents see, HE 006 640-645

Available from—Allan O. Pfnister, Professor of Higher Education, University of Denver, 2199 S. University Blvd. Denver, Colorado 80210. (\$3.00)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Educational Administration, \*Educational Economics, \*Educational Finance, Expenditures, \*Financial Policy, \*Financial Support, \*Higher Education, Literature Reviews

An analysis of the current literature presents a mixed picture of the financial crises affecting colleges and universities all over the country. This report presents an overview of the way in which this financial situation appears to have developed and the variety of suggested solutions. Sources of income for an institution are reviewed and ways of increasing these sources are discussed. Further, the report discusses categories of expenditures and what institutions have attempted to do in becoming more efficient through instituting economies. Finally, the report turns to general issues of policy as these relate to both income and expenditures, and notes what several national commissions have suggested as possible approaches to dealing with the situation. (Author/JMF)

**ED 112 721** HE 006 650

*Reese, Robert D.*

**Suitable Penalty for Breach of Contract: AFROTC Cadets. A Research Report Submitted to the Faculty.**

Air Univ., Maxwell AFB, Ala.

Report No.—R-5401

Pub Date Apr 74

Note—65p.; Appendix A (two pages) is of marginal legibility

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Armed Forces, Contracts, Educational Finance, \*Educational Legislation, Federal Aid, \*Higher Education, \*Incentive Grants, Military Personnel, \*Military Training, Negotiation Agreements, \*Officer Personnel

A legislative history of financial incentives in the Reserve Officer Training Corps gives perspective to an analysis of present law and policy concerning breach of contract for Air Force ROTC cadets. The changed environment, criticisms of the present law and policy, and the example of three other Western nations with all volunteer militaries are given to support a need for change. Recoupment of educational subsidies is recommended as the suitable penalty for breach of contract. The legal status of recoupment under present law and contracts is summarized. (Author)

**ED 112 722** HE 006 651

*Haight, Mike Romney, Leonard C.*

**NCHEMS Overview. A Training Document.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date Apr 75

Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Educational Planning, Facilities, \*Higher Education, \*Management Information Systems, \*Models, Organization, \*Program Descriptions, Programs, \*Seminars, Systems Development

NCHEMS, National Center for Higher Management Systems, is a separate division of WICHE. Under the direction of a Board of Directors, who represent various sectors of postsecondary education, the NCHEMS staff works with a series of task forces and representatives of national associations to develop products for planners and managers. This document is intended for use in training seminars in support of discussions concerning NCHEMS organization approaches to planning and management systems, products, and activities. (Author/KE)

**ED 112 723** HE 006 652

*Ericksen, Stanford C., Ed.*

**Development and Experiment in College Teaching. No. 11.**

Committee on Institutional Cooperation.

Pub Date 75

Note—65p.

Available from—Stanford C. Ericksen, Center for Research on Learning & Teaching, 109 E. Madison Street, Ann Arbor, Michigan 48104 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Annual Reports, \*College Instruction, Educational Administration, Educational Change, \*Educational Experiments, \*Educational Research, \*Higher Education, Instructional Innovation, Instructional Programs, \*Professional Education, Program Descriptions, Teaching Quality

Educational experiment and development in the disciplines and professional schools at 11 midwestern universities is examined in a compendium of reports. The purpose is to exchange information among college teachers, administrators, and educational researchers about ways to improve the conditions for learning. Most of the reports focus on changes in a particular discipline area, but many of the arrangements can easily be adapted for use in other departments and interdisciplinary programs. Department-based projects are described along with those dealing with institutional support. The latter covers institutional facilities, instructional media arrangements, and broad programs which span different disciplines. The last section of this report is the cumulative index to all 11 reports, which has been updated by deleting references to projects that are no longer active. (LBH)

**ED 112 724** HE 006 653

*Lynds, B. T.*

**Employment Problems in Astronomy. Report of the Astronomy Manpower Committee of the Committee on Science and Public Policy.**

National Academy of Sciences, Washington, D.C.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date Mar 75

Note—57p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Aerospace Education, \*Astronomy, Career Choice, Doctoral Programs, Economic Factors, Educational Policy, Employment Opportunities, \*Employment Projections, Employment Trends, \*Higher Education, Manpower Utilization, Occupational Guidance, Scientific Research, \*Scientists, Statistical Data

Statistics on both the production of astronomers and the employment opportunities now available and reasonably expected for the near future are examined. Barring the sudden and unexpected restoration of basic science to public favor, there seems to be no way of restoring equilibrium between the demand and the supply in astronomical employment without a sharp curtailment in the rate of production of new Ph.D.'s. The problem will probably not be solved even if the rate of supply is reduced by one or two factors. The committee has recommended a number of steps that might be taken to increase the number of positions available to astronomers, particularly in college teaching and in industry, where astronomers are under-represented as compared with scientists in other branches of physics. The report is intended to be a guide for students preparing to enter graduate school about their chances of finding employment, and also to encourage faculty members to take appropriate steps to broaden and diversify the training of their graduate students. (LBH)

**ED 112 725** HE 006 658

*Christoffel, Pamela Rice, Lois*

**Federal Policy Issues and Data Needs in Postsecondary Education. Final Report to the National Center for Education Statistics.**

College Entrance Examination Board, Washington, D.C.; National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-75-222

Pub Date 75

Contract—OEC-0-74-2126

Note—107p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.85)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Case Studies (Education), \*Data Analysis, Data Collection, Educational Equality, Educational Planning, \*Educational Policy, Educational Research, \*Federal Aid, Federal State Relationship, \*Higher Education, \*Post Secondary Education, School Policy, Statistical Surveys

Identifiers—\*Common Core of Data Program

Major policy issues are delineated and specific categories of postsecondary education data identified that are needed at the federal level to address these issues. This report constitutes a significant phase in the Common Core of Data (CCD) program which is a major new concept of the National Center for Education Statistics. CCD provides an integrated and interlocking system of educational statistics to meet federal, state, local, and institutional needs for planning and management. Federal policy issues include providing equal educational opportunities, meeting manpower needs, promoting recurrent education, stimulating educational diversity, and encouraging research in the national interest. The data needs reflect the broad dispersal of federal programs supporting postsecondary education and the important policy issues underlying them. The identified data needs call for varied collection methodologies, including surveys, samples, and case studies. NCES is suggested to provide a data coordination role as a national center with expanded operations and influence, as well as coordination with states and the postsecondary education community of associations, institutions, and individual researchers. (LBH)

**ED 112 726** HE 006 659

**Notes on the 1974 Conference for New Science**

**Department Chairmen at Private Institutions.**

Spons Agency—Research Corp., New York, N.Y.

Pub Date 15 Jul 74

Note—60p.; Proceedings of the 1974 Conference for New Science Department Chairmen at Private Institutions (Point Clear, Alabama, July 15-19, 1974)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Administrative Personnel, Conference Reports, \*Department Directors (School), Educational Finance, Faculty Recruitment, Financial Support, \*Grants, \*Higher Education, Private Colleges, \*Science Departments, Science Teachers, Teacher Role, Workshops

Identifiers—\*Research Corporation

To provide firsthand knowledge of investigators and institutions for the evaluation of grants proposals, the Grants staff or Research Corporation visits hundreds of colleges and universities each year. Their finding reveal that department chairmen have a unique influence on the conduct of research and the motivation of students, as well as the total environment in which faculty and students work. Working sessions for heads from public and private institutions are reported. Each conference included 18 newly appointed chairmen, three highly successful resource people, and several additional special discussion leaders. Topics covered included: the chairman as administrator; responsibilities of the department leader; creating and sustaining an active department (e.g., recruiting new faculty members, faculty evaluation, stimulating creative activity); current departmental problems in chemistry, physics, and biology; managing money and obtaining support; heads' recruiting and advisory responsibilities to the students; and planning for the future. Appendices provide the Student Course Evaluation Form; Faculty Evaluation Form; foundation center regional collections; and typical life history of a Research Corporation application. (LBH)

**ED 112 727** HE 006 663

**State Legislation Affecting Higher Education in the South, 1975. Report No. 1. West Virginia, Georgia, Virginia, Arkansas, Maryland and Mississippi.**

Southern Regional Education Board, Atlanta, Ga.

Pub Date [75]

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Educational Legislation, \*Educational Planning, \*Higher Education, Post Secondary Education, Private Coll ges, Professional Education, \*State Action, State Colleges, \*State Legislation, State Universities

This document reports on the action taken by the Southern state legislatures that meet in 1975.

Participating states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. (Author)

**ED 112 728** HE 006 664

*Meeth, L. Richard*

**Government Funding Policies and Nontraditional Programs.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Report No.—IEL-2

Pub Date Jun 75

Note—26p.

Available from—Institute for Educational Leadership, Suite 310, 1001 Connecticut Avenue, N.W., Washington, D.C. 20036 (1 copy, free, 1-10, \$0.50 ea., 11 or more, \$0.45 ea.)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Educational Finance, \*Educational Innovation, Experimental Colleges, Federal Aid, Financial Policy, Financial Problems, Financial Support, \*Government Role, \*Higher Education, \*Innovation, \*Program Development, Questionnaires, State Aid

**Identifiers—**\*Nontraditional Education

Innovation programs in higher education are generally received with some skepticism and are often asked to justify their existence and the funding they are accorded. Since the programs are largely efforts to explore and demonstrate effective teaching and learning not present in traditional postsecondary education, the appropriateness of judging their financial right to life by traditional standards is questionable. This study was commissioned to determine the nature and extent of restraints imposed by state and federal funding formulas, guidelines and regulations on emerging, innovative, time- and place-free opportunities in postsecondary education. Administrators from several nontraditional colleges and programs were interviewed in person and 300 questionnaires were mailed to others, with 134 responding. The analysis of these questionnaires revealed much frustration with state and federal funding policies and specific funding and approval problems. It also produced a number of proposed solutions to these problems. Largely these centered on restructuring formulas and guidelines to take into account the special features and purposes of nontraditional education ranging from adding flat or percentages increments specifically for nontraditional program development to finding a more equitable unit of measure than the credit hour. (JMF)

**ED 112 729** HE 006 675

**Survey of Use of Student-Faculty Ratios for Budgeting Purposes in Higher Education.**

New York State Div. of the Budget, Albany.

Pub Date [75]

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Budgeting, \*Budgets, Colleges, Educational Administration, Educational Finance, Enrollment, Faculty, \*Higher Education, Planning, \*Student Teacher Ratio, Surveys, \*Teaching Load, Universities

**Identifiers—**\*Student Faculty Ratios

The overriding reason for this analysis centers on the widespread, but varied, application of student-faculty ratios (SFR) as a contributing factor in determining the faculty budgeting requirements of public and private institutions. A survey was conducted among heads of state budget offices, heads of central administration for university systems, presidents of public liberal arts colleges, presidents of technical schools, heads of national associations, and state higher education boards to determine how they apply the concept of SFR in the management of public colleges and universities. Of particular concern at this time is the appropriateness of using the ratio data for budgeting purposes in a period of stabilized, and in the near future, declining enrollments. Accordingly, the study identifies alternatives to use of SFR in the budget process. (Author/JMF)

**ED 112 730** HE 006 677

*Dutton, Jeffrey E.*

**Expected Enrollment for Masters or Higher Degrees, Fall 1973. Survey No. 17.**

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Mar 74

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Admission (School), Doctoral Degrees, \*Enrollment, Enrollment Projections, \*Enrollment Trends, \*Higher Education, \*Masters Degrees, Questionnaires, School Surveys, \*Statistical Data, Tables (Data)

In June 1973, a survey was made among 226 institutions granting doctoral degrees regarding the first-year applications and expected enrollments for masters or higher degrees for the Fall of 1972 and the Fall of 1973. Sufficient data to analyze was received from 153, or 68 percent of those institutions. The data analysis compares types of institutions and fields of study and shows enrollment trends for each. (JMF)

**ED 112 731** HE 006 680

*Krenkel, Noele*

**An Informational Paper on Activities of Women's Committees in a Sample of Professional Associations.**

Spons Agency—American Educational Research Association, Washington, D.C.

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Females, \*Feminism, Groups, \*Higher Education, National Organizations, \*Professional Associations, Womens Studies, \*Working Women

The data compiled in this study represents the responses of professional associations regarding the activities of women's committees. Respondents completing the questionnaires were either chairpersons or staff for women's committees, or chairpersons of independent women's caucuses. The data analyzed related to the membership count of the association by sex, the existence and length of existence for the women's committee and independent women's group, availability of studies done on the participation of women within the association's affairs and the status of women within the profession, and policy statements enacted by the association on women's issues. Respondents were also asked to designate the person to whom incoming calls or correspondence on women's issues are referred. Documents were also enclosed by the respondents on studies and policy undertaken by the associations. (Author)

**ED 112 732** HE 006 685

*Renaud, Gerard*

**Experimental Period of the International Baccalaureate: Objectives and Results.**

International Bureau of Education, Geneva (Switzerland).

Pub Date 74

Note—76p.

Available from—UNESCO Press, Place de Fontenay, 75 700 Paris, France (\$2.65)

**Document Not Available from EDRS**

**Descriptors—**Adult Education, \*Articulation (Program), Curriculum Development, \*Educational Innovation, Educational Mobility, Experimental Schools, \*Foreign Students, \*International Programs, \*Migrant Education, Post Secondary Education, Secondary Education, Vocational Education

Although the International Baccalaureate experiment has basically much in common with other secondary terminal or university entrance examinations, described as traditional, it attempts to seek a solution to the problem of mobile or foreign students and for its various new approaches to the question of assessment. The project is an action-research experiment and therefore will continue to be of interest to students of innovation generally. The initial objectives of IBO were particularly directed to meeting the needs of specifically international schools whatever their focus, but at the same time there was a growing awareness of the potential value of this "education laboratory," with its international perspective, to any country interested in the development of curriculum and examinations. Taking into account the experimental period, IBO now hopes to broaden courses so as to offer not only first-class academic orientation, as at present, but also to open up the way to different types of postsecondary vocational training; to include adult education and possibly lower age groups at the secondary level; and to decentralize IB services. (Author/KE)

**ED 112 733**

HE 006 695

**External Programs and Off-campus Instructional Sites. Washington Colleges and Universities, 1974-75.**

Washington State Council on Higher Education, Olympia.

Pub Date Jun 75

Note—119p.

Available from—Council on Higher Education, 908 East 5th, Olympia, Washington 98504

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Colleges, Community Colleges, Educational Facilities, \*Extension Education, \*External Degree Programs, \*Higher Education, \*Off Campus Facilities, Open Education, Post Secondary Education, Surveys, Technical Institutes, Universities, \*University Extension, Vocational Schools

**Identifiers—**\*Washington

The Council on Higher Education was directed to review external educational options in the State of Washington, to prepare a report describing these options, and to develop guidelines for their establishment. This report provides a full inventory of external options in accordance with the directive. It was agreed that, in determining whether an educational activity would be considered "external," the focus would be on expanding educational access. Options designed to reach out to students who are unable to spend considerable amounts of time attending class on campus were felt to be clearly "external." In light of these criteria, the institutions were asked to examine their off-campus offerings. The document's maps and tables are intended to acquaint the reader with the nature and extent of off-campus offerings. (JMF)

**ED 112 734** HE 006 696

**Annual Report for Fiscal Year July 1, 1973-June 30, 1974. University System of Georgia.**

University System of Georgia, Atlanta.

Pub Date [74]

Note—57p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Annual Reports, Curriculum Planning, Educational Equality, Educational Finance, Financial Support, \*Fiscal Capacity, Health Occupations Education, \*Higher Education, \*Junior Colleges, Post Secondary Education, State Aid, \*State Universities, Statewide Planning, Teacher Education, Undergraduate Study, University Administration, Vocational Education

**Identifiers—**\*Georgia

The responsiveness of Georgia's universities, senior, and junior colleges to the state's students is reported. Many new programs were added, modified, or expanded, and were implemented to keep up-to-date with requirements for new types and emphases of instruction, research, and public service that reflect rapidly changing technology and economic and social conditions. Among the several major areas in which university system programs were added or substantially changed were medicine and other fields of human health care, veterinary medicine, teacher education, and vocational-technical education. Two new junior colleges were opened and two additional ones were under development. Progress continued in nondiscrimination activities. Many programs of instruction, research, public service, and employment were offered without regard to race, color, sex, religion, or national origin. The state appropriation for the year was substantially more than that of the previous fiscal year. Appendices are included with data on enrollment, graduates, research, faculties, libraries, changes in academic units, construction, and finance. (LBH)

**ED 112 735** HE 006 700

**Alternatives for Later Life and Learning: Some Programs Designed for Older Persons at State Colleges and Universities.**

American Association of State Colleges and Universities, Washington, D.C.

Pub Date Dec 74

Note—72p.

Available from—Office of Program Development, American Association of State Colleges and Universities, One DuPont Circle, Suite 700, Washington, D.C. 20036 (\$1.50)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Adult Education, Continuing Education Centers, Educational Facilities, Evening Students, \*External Degree Programs, \*Higher Education, \*Independent Study, \*Open Education, Part Time Students, University Extension

## Identifiers—AASCU

The American Association of State Colleges and Universities (AASCU) has recognized the changing need within society to provide teaching resources to new student constituencies, which include working adults, housewives, former college drop-outs, and older persons, whether in mid-career or in retirement. To reach this constituency, state colleges and universities have channeled learning resources into external degree programs, off-campus seminars, independent study field learning, and continuing education programs. This report is a compilation of responses provided by the members of AASCU to a survey of programs for older persons conducted in August 1974. The members listed and described special provisions and programs in four general areas: (1) special provisions of increased access by older persons to the regular academic and cultural offerings of the institution; (2) special programs or activities designed for and involving the direct participation of older persons; (3) pre-service and in-service training for professionals and paraprofessionals in aging-related fields; and (4) other institutional initiatives currently underway that relate to the needs of older persons. (Author/JMF)

**ED 112 736 HE 006 705**

**The Report of the Second National Conference on Consumer Protection in Postsecondary Education. Report No. 64.**

Education Commission of the States, Denver, Colo.

Pub Date Mar 75

Note—23p.; Conference held November 14-15, 1974, Knoxville, Tennessee

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Conference Reports, Conferences, \*Consumer Economics, \*Consumer Education, \*Consumer Protection, Education, \*Financial Policy, \*Higher Education, \*Post Secondary Education, Seminars

The second National Conference on Consumer Protection in Postsecondary Education was a series of seminars on specific issues. The topics under discussion were (1) protecting the student financial interest; (2) student information needs and systems; (3) postsecondary education institutional responses; (4) regulations and safeguards; and (5) full institutional disclosure. Those taking part in the seminars included persons from consumer groups, federal and state officials with responsibility for consumer protection in postsecondary education, public, private, and proprietary, and others. The seminars resulted in some specific recommendations, the most significant of which was that leadership be exercised in each state by a state postsecondary education agency with responsibility for consumer protection in convening a meeting of all state level agencies and groups with consumer responsibility. (JMF)

**ED 112 737 HE 006 707**

Haswell, Harold A., Ed. Lindquist, Clarence B., Ed.

**Undergraduate Curriculum Patterns: A Survey of Baccalaureate Programs in Selected Fields, 1962-63. Bulletin 1965, No. 19.**

Office of Education (DHEW), Washington, D.C. Report No.—OE-56021

Pub Date 65

Note—98p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Catalog No. FS5.256:56021, \$0.35)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Area Studies, \*Bachelors Degrees, College Curriculum, Courses, \*Curriculum, Curriculum Design, Curriculum Development, Curriculum Guides, Curriculum Planning, \*Curriculum Research, Departments, Educational Research, \*Higher Education, Institutional Research, \*Intellectual Disciplines, Mathematics Curriculum, Questionnaires, Science Curriculum, Units of Study (Subject Fields)

There is great diversity among institutions of higher education in their requirements for various curriculums. This report, which is concerned only with the broad requirements as percentages of total requirements, analyzes the Bachelor of Arts and Bachelor of Science curriculums in six un-

dergraduate areas that account for about one-half of all degrees awarded at the bachelor's and first-professional level: humanities, social sciences, physical sciences and mathematics, biological sciences, engineering, and agriculture. Only summary findings in each area are presented. Curriculums designed specifically for teacher preparation are excluded from this study. Data was gathered by specialists in each field by means of questionnaires. The report details the results of questionnaires on 16 curriculums for which data were received from 15 or more institutions. (Author/JMF)

**ED 112 738 HE 006 714**

**A Follow-up Study of the Classes of 1968-1972: Nursing Capitation Grant Project B. Training for New Roles, Types, or Levels of Nursing Personnel.**

Research Medical Center, Kansas City, Mo. School of Nursing.

Pub Date [74]

Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Career Opportunities, Careers, \*Curriculum, Curriculum Design, Curriculum Development, Curriculum Evaluation, \*Health Occupations, Health Personnel, Health Services, \*Higher Education, Hospital Personnel, \*Medical Education, Nurses, \*Nursing, Professional Occupations, Questionnaires, Surveys

In June 1972, the Research Medical Center School of Nursing was awarded a Capitation Grant for approximately \$66,000 under the Nurse Training Act of 1971. This report focuses on one of three projects delineated under this grant: Training for new roles, types, or levels of nursing personnel. The purpose of the project was to gather data relative to the post-graduation vocational and educational activities and future plans of the graduates for the five years 1968-1972. Part I of the study outlines the results of a questionnaire sent to the graduates as well as input obtained from the school's director and the Medical Center's assistant director for Patient Services. Part 2 of the study reviews the responses obtained to determine potential implications for the curriculum and to formulate recommendations based upon comments made by the graduates. The questionnaire contained a list of 22 nursing functions and two open-ended questions. The ratings of the nursing functions and responses to the open-ended questions provided the information for the recommendations. (JMF)

**ED 112 739 HE 006 719**

Bradley, A. Paul, Jr. Lehmann, Timothy

**Attrition at a Nontraditional Institution.**

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date [75]

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Attendance, Attendance Patterns, \*College Attendance, \*Dropout Attitudes, \*Dropout Characteristics, \*Dropout Identification, Dropout Prevention, Dropout Problems, Dropout Rate, Dropout Research, \*Higher Education, Student Alienation

Identifiers—\*Empire State College, New York, Nontraditional Institutions

Attrition at Empire State College (ECS) is calculated in terms of three types of counts: temporal, activity, and degree progress. The strategy for assessing attrition using these three quantitative techniques is discussed as are qualitative phone interviews. The attrition rate in terms of a temporal count was 28 percent. Phone interviews with 93 leavers in early 1975 showed that the dropout tends to be younger than currently enrolled students, single, working full time in a lower status occupation and enrolled as a half-time student. Students left the college primarily because of personal reasons or job related problems. Poor student-mentor relationships was the top college related reason. Additional findings on the effects of ESC experience, suggestions for improvement, and policy implications for educators and administrators are discussed. A multiple perspectives strategy for examining policy implications of the data is illustrated. (Author)

**ED 112 740 HE 006 723**

Gardiner, R. K. A.

**The University in Africa Today.**

Pub Date 70

Note—21p.; Paper presented at the Association of African Universities (2nd, Lovanium, November 1969)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Cost Effectiveness, Educational Accountability, \*Educational Development, \*Educational Needs, \*Higher Education, \*Social Problems, \*Social Responsibility

Identifiers—\*Africa

African universities have a critical role to play in the improvement of the African social fabric. There is no necessary conflict between scholarly and social concern. Tasks facing African universities involve the design and operation of the educational system, especially in regard to entrance qualifications and their relationship to academic standards. African scholars should address themselves to all problems and should have sufficient working contact with policy making and executing agencies to ensure that their academic findings will influence practical events. Since African countries are less developed economically, problems arise in relation to cost and cost effectiveness. The high cost of universities underlines the reasonableness of government concern to see that the choice of university curriculum reflects national needs, but a balance between practical requirements and those of intellectual inquiry must be maintained. (Author/KE)

**ED 112 741 HE 006 724**

Mazrui, Ali A.

**The Role of the University in Political Development in Africa.**

Pub Date 70

Note—23p.; Paper presented at the Association of African Universities (2nd, Lovanium, November 1969)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Educational Development, Educational Objectives, \*Higher Education, Humanities, Liberal Arts, \*Political Attitudes, \*Political Socialization, Sciences, \*Social Responsibility, Technology

Identifiers—\*Africa

Politically-decisive institutions can be divided into two broad categories. One is the category of primary political institutions. These are institutions whose basic reason for existence is itself political; in other words, political parties, the legislature, and the executive institutions of government. The second category is that of precipitatory institutions. These are not directly political in their immediate purposes, but could have an impact on politics far greater than that exerted by some of the primary political institutions. The university in Africa is a precipitatory institution of a different but still decisive kind. While the pure sciences augment the riches of scholarship, and the applied sciences promote technological improvements and socioeconomic welfare, the humanities have to grapple with problems of values and identity and are therefore the most directly connected with the process of political development. The two most serious political crises facing Africa are the crisis of national integration and the crisis of political legitimacy. In the process of national integration a university may help to forge a shared sense of historical identity. The university's role in resolving the crisis of legitimacy should limit itself to the task of creating a climate of political and intellectual sophistication. (Author/KE)

**ED 112 742 HE 006 725**

Shafie, Mohamed Z.

**The Role of the University in Economic and Social Development in Africa.**

Pub Date 70

Note—13p.; Paper presented at the Association of African Universities (2nd, Lovanium, November 1969)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Developing Nations, \*Educational Economics, \*Higher Education, \*Human Resources, Manpower Needs, Scientific Research, \*Social Development, Social Values

Identifiers—\*Africa

The role of the universities in economic and social development is merely one aspect of the contribution of education and knowledge to economic and social development. Economists fully realize that human resources development is a necessary condition for achieving economic and social progress. To economists the role of higher education in the promotion of economic and social development belongs to the field of



economics of education, a field that together with wealth economics constitutes the rapidly growing branch of economics of human resources. The three basic functions of universities are in satisfying the needs of society for high-level manpower, undertaking scientific research, and assuming a leading role in the promotion of change in social values and institutions in the desired directions. Developing nations vary widely in supply, structure, and state of development of institutions of higher education available to them. Consequently, the content of what constitutes the particular policies that ought to be followed in the next. However, no university will be able to fulfill the expected role in the promotion of economic and social development unless provided with facilities required for the proper performance of their functions. (Author/KE)

ED 112 743 HE 006 726

N'Daw, Alassane

**The Role of the University in the Cultural Development of Africa.**

Pub Date 70

Note—10p.; Paper presented at the Association of African Universities (2nd, Lovanium, November 1969)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cultural Centers, Cultural Education, \*Cultural Interrelationships, \*Higher Education, \*Institutional Role, \*Research, \*Sociocultural Patterns, Universities

Identifiers—\*Africa

The incoherences and the ambiguities of Africa's educational system in which, especially at its higher level, a real African life does not exist result from institutions aimed more at transplanting a European pattern (or an American pattern) rather than implanting the university in the life of African countries and adjusting to African needs. The university should be a center where one would elaborate an expression specific to Africa, actualize the values of its traditions, and draw inspiration from the African past. Instead of artificially accepting an imposing foreign culture, the university should be fit to rediscover or create from African experience a new culture, in other words, a new way of expression. It is the task of the university to solve the much debated question of the cultural unity of Africa, a question essential for the political development of African unity. An institution is recommended that would specialize in applied research to further develop the drive to restore and stimulate culture that will give back to the peoples of Africa a sense of their identity and to the community their historical destiny. (Author/KE)

ED 112 744 HE 006 728

Jones, Leigh A.

**Unit Method of Accounting for Investments.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Dec 71

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v1 n1 Dec 1971

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bookkeeping, Budgeting, Data Bases, Educational Economics, \*Educational Finance, Financial Needs, Financial Services, Fiscal Capacity, \*Higher Education, \*Investment, Money Management, \*School Accounting, Trusts (Financial)

Identifiers—Market Value Method, \*Unit Method

The unit method of accounting for investments, also called the market-value method, is defined as a procedure for accurately allocating income and investment gains and losses, both realized and unrealized, between component funds of an investment pool. This procedure provides a data base for the calculation of investment performance. Advantages of the procedure are described, and basic implementation methods are outlined. Details are offered on conversion or start up problems, frequency of calculations, valuation dates, accounting for withdrawals, transfer between pools, distribution of income, performance evaluation, number of investment pools, and recordkeeping. It is noted that the unit method can be made as simple or as sophisticated as the institution may desire and its advantages offset the efforts it takes. (LBH)

ED 112 745

Birenbaum, William M.

**Social Pressures on Management: Disadvantaged Students.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Feb 72

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v1 n2 Feb 1972

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, \*Chief Administrators, College Students, Curriculum Design, Decision Making, \*Disadvantaged Youth, \*Educational Administration, Ethnic Groups, \*Higher Education, Instructional Design, Management Systems, School Community Relationship, \*Student Centered Curriculum

Social pressures on college administrators regarding disadvantaged students are discussed from the viewpoint of one community college president who emphasizes the vagueness of the term "disadvantaged." It is noted that for many students the campus is their first sustained immersion in a going, middle-class, American community, and that its impact is intense. The problems associated with decentralization of programmatic decision making for ethnic group students are discussed. Current emphasis on individual curriculum development is noted. Questions are raised regarding values and methods of teaching. The role of the academic business officer in relating to both the educational institution and the community at large is assessed. (LBH)

ED 112 746

Adams, Rodney H.

**Current Trends in College and University Investment Policies and Practices.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Mar 72

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v1 n3 Mar 1972

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Accounting, \*Bookkeeping, \*Educational Finance, Financial Policy, Financial Services, Foundation Programs, \*Higher Education, \*Investment, Money Management, Resource Allocations, School Surveys, \*Trusts (Financial)

Identifiers—\*Total Return Concept

Investment trends and the total return concept discussed at the NACUBO Regional Investment Workshop are described. A survey was made by the NACUBO Committee on Investment of 1,059 institutions, 189 of which responded. The most important finding was that 26 institutions reported the adoption of total return investing. Other findings were that about 50 percent of the respondents classify and distinguish between endowment and quasi-endowment funds; over half operate an investment pool on a market value basis; all of those respondents have adopted the unit market value method for fund share accounting; and most institutions employ a single external advisor, with a small number having multiple advisors. The total return concept consists of two elements, yield and appreciation, and has a dual basis, one being an investment performance objective and the second a systematic withdrawal or portfolio assets to augment investment yield. Investment objectives for colleges and universities are described and related to this concept. Attention is also directed toward the Uniform Management of Institutional Funds Act, which is being drafted to be applicable to all endowment funds. Recent tax legislation, especially the Tax Reform Act of 1969, is also reviewed. (LBH)

ED 112 747

Clark, Donald H.

**Academic Building Systems. A Technique to Maximize Control of Construction Costs.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Apr 72

HE 006 729

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v1 n4 Apr 1972

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Architectural Elements, \*Building Design, \*Construction Costs, Construction Industry, Cost Effectiveness, Design Build Approach, \*Higher Education, Master Plans, \*Prefabrication, \*School Construction, Structural Building Systems

Identifiers—\*Academic Building Systems

Academic Building Systems (ABS) is an architectural planning and design method which allows the construction owner to respond to the need for less expensive structures, economically adaptable to the changing conditions of the academic world, by providing the owner with the maximum controls over the variable cost factors in educational facility construction. In the ABS open system, more than one manufacturer can supply each of the components of the building system. This is felt to offer the best potential for reducing construction, maintenance, and remodeling costs and for improving the usefulness of academic facilities. The systems approach provides a high degree of coordination of the building components. It takes into consideration standard and repetitive features, life costs of complex buildings, adaptability of station utilization, tradeoffs of higher first costs versus lower life costs, and shorter construction time. The major innovation in the fixed elements is the space module, which is a repetitive unit used throughout the structure and which reduces construction costs by making possible the use of standard units of heating, ventilation, and air conditioning to service each module. (LBH)

ED 112 748

Gilmore, Robert B.

**Recent Developments Impacting Financial Reports of Colleges and Universities.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date May 72

Note—7p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v1 n5 May 1972

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Accounting, \*Bookkeeping, \*Budgeting, Business Administration, Educational Finance, \*Financial Services, \*Higher Education, Investment, Money Management, Program Costs, Student Costs, Unit Costs

Identifiers—\*Audits

Background information regarding the draft of "Audits of Educational Institutions," released by the Accounting Principles Board of AICPA, is presented. Sixteen proposed changes are identified to alert and assist the individual business officer in working with his public accountant or state auditor to assure reasonable interpretations appropriate in the individual situation. Audit Guide proposals are grouped as follows: investments and endowments, primary financial statements, current revenues and expenditures, plant, and other changes. The investments and endowments category covers investment performance, carrying value of investments, funds held in trust by others, and endowment income stabilization reserve. Primary financial statement recommendations deal with reporting formats for balance sheets, statements of changes in fund balances, and statement of current funds expenditures and resources utilized. Current revenues and expenditures include student fees specifically assessed for plant financing, provision for encumbrances, services and facilities provided by religious orders, and revenue and expenditure categories. Provision is made for debt service on the educational plant and for depreciation. Other changes deal with loan fund matching grants, annuity and life income funds, disclosure of pledges, agency funds, and Accounting Principles Board opinions. (LBH)

ED 112 749

Andes, John O. Goodwin, Harold I.

**Emerging Trends in Faculty Collective Bargaining Agreements.**

HE 006 733

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jun 72

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v1 n6 Jun 1972

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Collective Bargaining, \*Collective Negotiation, \*Contracts, \*Employment Problems, \*Grievance Procedures, \*Higher Education, \*Negotiation Agreements, \*Personnel Needs, \*School Personnel, \*School Surveys, \*Teacher Strikes, \*Tenure, \*Unions

Identifiers—\*American Federation of Teachers, \*National Education Association

Major trends revealed from an analysis of 46 collective bargaining agreements are discussed. The most obvious trend involves the agent with whom college faculty affiliate, with the National Education Association and the American Federation of Teachers dominating. It is shown that the bargaining model developing in higher education is closely patterned after the public school bargaining model. Two-year colleges are the most widely involved with collective bargaining. A new pattern for college and university contracts appears to be toward state or regional agreements. The diverseness of contract items is noted, including grievance procedures, bargaining agent rights, conformity to law, teaching load, promotion, transfer, reappointment and personnel file policies, leave, life insurance, and various concerns for future negotiations. A trend missing from the higher education contracts is a statement on management rights, as well as statements on retirement, insurance, and tenure. It is shown that eligibility for faculty bargaining unit membership varies. Librarians and counselors are specifically included in most agreements, but supervisors and classified personnel are excluded in all agreements. (Author/LBH)

**ED 112 750**

HE 006 734

Lawrence, Ben

Techniques in the Use of Systems and Budgeting Methodology: A Conceptual Overview.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Aug 72

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v2 n1 Aug 1972

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Accountability, \*Budgeting, \*Cost Effectiveness, \*Decision Making, \*Educational Finance, \*Estimated Costs, \*Financial Policy, \*Higher Education, \*Input Output Analysis, \*Program Costs, \*Program Planning, \*School Planning, \*Systems Analysis, \*Systems Approach, \*Unit Costs

Identifiers—\*Program Classification Structure

Program budgeting is described as a means of enabling higher education to respond effectively to three major accountability concerns. They are (1) the long-term financial implications of a particular programmatic or policy decision, (2) determination of what is being paid for, and (3) understanding that the price being paid for a program is reasonable. A Program Classification Structure (PCS) is described which facilitates the concepts of program budgeting. PCS provides cost centers for the preliminary and support activities of an institution. If an institution determines the cost of instruction in each discipline, degree program costs may be obtained by allowing the dollars to flow from the discipline cost centers to the various degree program cost centers in proportion to the flow of credit hours from disciplines to degree programs. Program output indicators and information exchange procedures are also used, as are student flow models that project enrollments by major and by student level within the institution. Using a program budget, decision makers can compare the costs of various alternatives and weigh these costs against their anticipated benefits. (LBH)

**ED 112 751**

HE 006 735

Cohen, Eugene E.

A Philosophy of Computer Utilization in Higher Education.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Oct 72

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v2 n3 Oct 1972

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Automation, \*Computer Programs, \*Data Bases, \*Decision Making, \*Educational Administration, \*Electronic Data Processing, \*Higher Education, \*Information Science, \*Information Systems, \*Management Systems, \*Programming

The requisites for the development of sophisticated and meaningful information systems being applied in varying degrees in universities and colleges are discussed. It is suggested that a philosophy that provides for an adequate, reasonable amount of computer power for administrative use is mandatory, and that users should not be slaves to the computer. In planning computerized administrative systems, the users must actively participate to insure the validity of the systems in meeting their particular information needs in a manner that insures informational integrity. Suggestions are made for educating staff at all levels concerning computer problems, allocations, costs, and time, and for exchanging tested systems with other colleges and universities. (LBH)

**ED 112 752**

HE 006 736

Bohne, Stanford R.

Humanizing Business and Financial Affairs.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jan 73

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v2 n5 Jan 1973

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Accountability, \*Administrative Personnel, \*Administrative Principles, \*Business Administration, \*Educational Administration, \*Educational Assessment, \*Educational Finance, \*Evaluation Criteria, \*Financial Policy, \*Higher Education, \*Personnel Management, \*Personnel Policy, \*Time

Identifiers—\*Central Washington State College

Suggestions are offered for making business and financial affairs of educational institutions more personal and accountable to faculty, students, administrators, and the community. Objectives are identified for business managers to: (1) devise more ways for student, staff, and faculty participation in shaping the college culture and managing the organization; (2) provide better evaluation and accountability of efforts; (3) keep the institution relevant to the society that supports it; and (4) devise a built-in reward system for employees. Efforts of Central Washington State College in these areas are described. Internal programs initiated include a departmental evaluation between business and academic staff, an intern program for students, and the use of time productivity logs to help individuals become accountable and more effective in time management. It is concluded that business officers are in the most strategic place to help the institution become positive, constructive, and helpful. (LBH)

**ED 112 753**

HE 006 737

Ellis, Robert L.

Investment Policies and Concepts for Pools.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Feb 73

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v2 n6 Feb 1973

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Budgets, \*Educational Administration, \*Educational Economics, \*Educational Finance, \*Financial Policy, \*Governing Boards, \*Higher Education, \*Investment, \*Money Management, \*Operating Expenses, \*Trusts (Financial)

Identifiers—\*Common Fund, \*Smith College

Investment and endowment policies for educational institutions are shown to be greatly influenced by the size of the endowment and of the school budget. Administration of pooled funds is discussed with particular reference to procedures at Smith College. Establishment of an independent investment committee, separate from the finance committee, is recommended to determine who will make the investment decisions and to define precisely the objective for the endowment and obtain the board of trustee's agreement. It is emphasized that there is a distinct difference in setting policy and in selecting the individual securities for the portfolio. Specific policies are outlined, as are suggestions for payment options in The Common Fund, a nonprofit membership corporation. The Common Fund allows for the pooling of many small endowment funds of different institutions and the employment of expert management for the investment of these funds. (LBH)

**ED 112 754**

HE 006 738

Scott, H. Donald

Negotiation, Administration, and Measurement of Food Service Contracts in Higher Education.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date May 73

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v2 n8 May 1973

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Budgeting, \*Contracts, \*Cooks, \*Cost Effectiveness, \*Dining Facilities, \*Food Handling Facilities, \*Food Service, \*Food Service Industry, \*Food Standards, \*Higher Education, \*Negotiation Agreements, \*Nutrition, \*Performance Specifications, \*Student Opinion

The process of establishing and maintaining relations with a contract feeder is reviewed. Initial contact, reasons for the contact, contract negotiation, key people involved, and the ultimate tools of measurement are mentioned. Possible goals and objectives to be specified to a negotiating contractor are suggested. Items to be covered in the contract are outlined, including term and statement on conditions of termination, facilities for offices and equipment to be provided by the university, insurance and payment schedule details, financial statements to be provided by the contractor, terms of cash income return, Equal Employment or Affirmative Action clause, and lead time clause regarding management replacement. Evaluation of the success of the program can be determined by student satisfaction and budget adherence. (LBH)

**ED 112 755**

HE 006 739

Pierpont, Wilbur K.

Program Review and Evaluation in the Business and Financial Area.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jul 73

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v3 n1 Jul 1973

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Advisory Committees, \*Budgeting, \*Business Administration, \*Educational Finance, \*Evaluation Methods, \*Financial Policy, \*Fiscal Capacity, \*Higher Education, \*Investment, \*Operating Expenses, \*Program Costs, \*Program Planning, \*Resource Allocations, \*Trusts (Financial)

Areas in which program evaluation is available and the manner in which it is carried out are examined. They include: (1) the use of professional analysts for technical needs and requirements;

(2) the use of market price to measure efficiency of business services; (3) the use of management evaluation programs prepared by outside agencies; (4) the use of annual budget reviews; and (5) the use of faculty advisory committees. Specific concerns of the university related to each of these major areas are identified and discussed, including investment policies, expenditure patterns, physical plant maintenance costs, personnel benefits, and student programs. (LBH)

ED 112 756

HE 006 740

Walker, Donald E.

Universities as Management Arenas.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Aug 73

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v3 n2 Aug 1973

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Accountability, Administrative Organization, Administrative Policy, Collective Bargaining, Decision Making, \*Educational Administration, \*Higher Education, Leadership Responsibility, \*Leadership Training, \*Management Systems, Power Structure, Problem Solving, \*University Administration

The process of university leadership is examined in terms of (1) the development of more sophisticated models of the kind of organization a university is, and (2) the development of more precise delineations of the nature of the multiple leadership tasks that must be performed in a university setting. The university is viewed as an "organized anarchy," characterized by problematic goals, unclear technology, and fluid participation. It is suggested that the job of developing managers for higher education consists realistically in dividing the tasks that confront university administrators into small enough and specialized enough units so that they can be managed. Special leadership skills for each task could then be taught. A second leadership task is to increase institutional sensitivity to minor irritations; a third, to define goals and make more effective use of the resources of the institution in reaching them. Other areas of leadership concern public accountability in the use of resources, collective bargaining stresses, the development of coordinating and planning groups as extra campus levels, and manpower planning and development in universities. Universities must be better understood as management arenas in order to develop more effective leadership in transition periods. (LBH)

ED 112 757

HE 006 741

Barnett, Robert H.

The Business Officer's Role in Solving the Admissions Problem.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Sep 73

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v3 n3 Sep 1973

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Budgets, \*College Admission, Cooperative Planning, \*Educational Finance, Educational Planning, Enrollment Trends, Financial Policy, \*Financial Problems, Fiscal Capacity, \*Higher Education, Money Management, Policy Formation, Student Costs

Decreasing enrollments of American colleges and universities of all types and geographic regions are described that have resulted in many deficits since 1968-69. Contributing to the financial squeeze are inflation, unionization, and sharp reductions in the level of scholarships and research support. Studies of four-year liberal arts colleges confirm the continued growth and frequency of deficits, despite much publicized and feared budget cuts. Policies of raising tuition, increasing the total amount of financial aid, and setting higher admission goals had the net effect of spending more money and attracting fewer students. These problems are seen to be not merely financial but managerial difficulties. Key trends

are outlined that must be considered in making five or six-year plans, with annual reviewing and updating. Suggestions are offered for cooperative efforts on the part of admissions staffs, business offices, and students to carry out appropriate policies that will help solve the financial problems. (LBH)

ED 112 758

HE 006 742

Houghton, Owen R.

A Comprehensive Personnel System for Colleges and Universities.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jan 74

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v3 n6 Jan 1974

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Cooperative Planning, Cost Effectiveness, \*Educational Administration, Educational Coordination, Educational Policy, \*Higher Education, Institutional Role, Personnel Evaluation, Personnel Integration, Personnel Needs, \*Personnel Policy, \*School Personnel, Shared Services, \*Systems Approach

Discussed is a total systems approach to the problems of personnel policies and practices in higher education administration. It is noted that of the three basic management functions—planning, budget, and personnel—the personnel function has been the slowest to adapt to the process of rapid change. Adoption of a new philosophy is needed that will provide coordination and integration among the many campus forces experiencing similar difficulties. The costliness of compartmental management is described, and it is suggested that in times of accountability, a more efficient use of human resources must assume priority over academic tradition. Recommendations are made for integrating personnel functions, including a consciousness-raising process to develop readiness for change within educational associations. Clarification of institutional objectives and priorities is cited as the starting point for developing a comprehensive system. A method of consultation and communication should be established to encourage all members of the campus community, including students, faculty, and staff, to see how their efforts can apply to the common cause. (LBH)

ED 112 759

HE 006 743

Driscoll, Glen R.

The Management of Change in Higher Education.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Feb 74

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v3 n7 Feb 1974

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Automation, Computer Programs, Cost Indexes, \*Decision Making, \*Educational Administration, Electronic Data Processing, \*Higher Education, Input Output Devices, \*Management Systems, \*Systems Approach, Technological Advancement

The management of change, with implications for a systems approach to administration, is examined in terms of the uses made of technological and methodological devices. Institutions now have machinery that can present data useful in decision making in a variety of formats; which can build models for expenditure, for student and faculty distribution; which can simulate conditions not yet experienced; and which can answer difficult and complex questions. The potential benefits of such computer generated data are acknowledged, but reservations are held regarding the impact on nonmanagement as the result of machine-made decisions. The destructive potential of quantitative analysis is described, along with difficulties in resisting the trend toward mandatory uniformity and centralization. Suggestions are offered for flexibility in university management. (LBH)

ED 112 760

HE 006 756

Blackwell, Thomas E. Johns, Ralph S.

College Endowment Funds: A Consideration of Applicable Accounting and Legal Principles.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date May 70

Note—9p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v1 n2 May 1970

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Accounting, Court Litigation, Financial Support, \*Higher Education, \*Investment, \*Legal Problems, \*Trusts (Financial)

Identifiers—\*Ford Foundation

In 1968 the Ford Foundation appointed an Advisory Committee on Endowment Management to study the management of college and university endowment funds with an eye toward the accounting and legal principals of more unconventional investing. The Committee concluded that gains from endowments need not be treated as principal of NACUBO sees this doctrine as being erroneous because it arises out an incomplete reading of the conflicting historical legal opinions regarding charitable trusts and faculty interpretations of those opinions. The evidence presented shows that colleges and universities must retain realized endowment gains as principal. The controversy continues into a discussion of whether the college or university holds the funds as absolute owner or as trustee, and the accounting principals that must be applied in each case as well as the implications of each argument. Additionally, the discussion continues to whether or not realized gains from an endowment should be treated as income or capital gains for accounting and tax purposes. NACUBO looks for a conclusive court ruling in some future test case to prove the legitimacy of their arguments. (JMF)

ED 112 761

HE 006 757

Doi, James I.

College and University Fiscal Administration in the 1970's. The Emergence of a New Frame of Reference.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jul 70

Note—7p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v1 n4 Jul 1970

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Activism, Administrative Personnel, \*Administrator Attitudes, Administrator Responsibility, Collective Bargaining, Collective Negotiation, Disadvantaged Youth, Educational Economics, \*Educational Finance, \*Enrollment Trends, Financial Policy, \*Higher Education, \*Student School Relationship

The passing of the 1960s brings the hope that the next phase will be characterized by negotiations between conflict groups, a move toward consensus, and will be followed, finally, by a period of relative order and equilibrium. In terms of the relevancy to college fiscal administrators, five major conditions are discussed: (1) Students will no longer tolerate the secrecy that surrounds the allocation process and will demand a say in budget and allocation decisions; (2) Minority and disadvantaged groups desiring to raise themselves will demand a fuller share of opportunities and a reordering of fiscal priorities and, ultimately, an expanded state and federal support for higher education; (3) With the possible exception of many of the newer community colleges, the 1970s will be a period of low growth rate for colleges and universities that will pose decidedly unfamiliar operating situations for administrators in search of internal efficiency and a closer examination of priorities. (4) The press for greater efficiency and economy is likely to give impetus to the formation of collective bargaining units on the campus. (5) The business officer must meet the challenge of the seventies with new technologies both in the direction of efficiency and economy and of a new pattern of human relationships. (JMF)



## ED 112 762

HE 006 758

Belcher, A. Lee

## Labor-Management Relations in Higher Education.

National Association of Coll. and Univ. Business Officers, Washington, D.C.  
Pub Date Mar 70

Note—11p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; Mar 1970

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Attitudes, \*Collective Bargaining, Employee Attitudes, Employer Employee Relationship, \*Higher Education, \*Industrial Relations, Labor Unions, \*Personnel Management, Strikes, Union Members, \*Unions

Labor-management relations in higher education are undergoing dramatic changes as a result of the rapidly growing unionization of personnel. A comparison of past experiences with unionization both in academe and industry reveals that administrations must determine their human resources policies and objectives before dealing with the unionization question if the question is to be dealt with effectively. There are four basic developmental phases of union-management relations that are explored in some depth: (1) the period before there are any signs of union organizing efforts or union interest among the employees; (2) the period when the rumors of union interest start circulating and handbills or other union literature begin to appear; (3) the period when a union has formally requested recognition as the collective bargaining agent for employees; (4) the period when the administration discusses and negotiates with the union and then lives with the agreements reached. Developments from outside must be recognized as impacting on colleges and universities as when federal pay scales are altered and the impact is felt throughout the labor market. (JMF)

## ED 112 763

HE 006 763

Swoyer, Vincent H.

## Use of Minicomputer Facilities for Higher Education Instruction.

Southern Regional Education Board, Atlanta, Ga. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 75

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—College Instruction, \*Colleges, Computer Assisted Instruction, \*Computer Programs, \*Computers, Costs, Equipment, Equipment Utilization, \*Higher Education, Instructional Aids, \*Program Planning

Experiments conducted between 1968 and 1973 studied the various ways that colleges might provide instructional computer access for students at reasonable cost. Ten colleges, representing a variety of computer needs and a diversity of preference in choice of computer vendor, configuration, and mode of operation, participated in an experiment to find if new "minicomputers" might be able to provide instructional computing support that even the smallest colleges could afford. A basic conclusion, expressed unanimously by the ten somewhat varied undergraduate institutions, is that a minicomputer system is the best-buy source of computing power for most instructional activities. The combination of low cost, constant availability control, and the many advantages of an on-campus facility make the minicomputer a preferred choice over known off-campus alternatives. (Author/KE)

## ED 112 764

HE 006 765

## Planning and Programming Strategy to Develop Effective Participation of Predominantly Black Colleges in the Community Development Process. TACTICS, Black Colleges Community Development Program. Final Report.

Technical Assistance Consortium To Improve Coll. Services, Washington, D.C. Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Apr 75

Note—112p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Consortia, \*Educational Coordination, \*Educational Planning, \*Higher Education, \*Negro Colleges, Negro Organizations,

Organizational Development, Program Administration, \*Program Development, Program Evaluation

This document covers all activities since the inception of the Black Colleges and Community Development Program (BCCDP). The BCCDP was established to develop clear lines of communication between TACTICS' programs; organize Black Colleges Technical Assistance Executive Committee; design, organize, and execute the Black College Consortium; and design and conduct Black Colleges and Community Development Conferences. This document presents an historical perspective, scope and tasks of the original model, assessment of program operation, change strategy approaches, description of the Positive Futures, Inc. (PFI) an institutional and programmatic development team, recommendations, and an appendix containing exhibits of pertinent materials utilized in and generated as a result of activities. BCCDP's initial programming year was under the auspices of TACTICS. PFI subsequently assumed leadership to achieve improved coordination among the developmental and managerial activities of several functional planning units and several levels of governments. This document represents a major effort to formulate a comprehensive approach in facilitating governmental cooperation and community development programmatic balance among black colleges. (Author/KE)

## ED 112 765

HE 006 766

Revenko, Tamara

## L'Enseignement Supérieur en Union Soviétique. Analyse Structurelle et Statistique.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 73

Note—241p.; The report includes a summary in English

Available from—Director, Social Affairs, Manpower and Education, OECD, 2 rue Andre-Pascal, 75776 Paris Cedex 16, France (free while supplies last)

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Economic Development, Economic Factors, Educational Economics, Educational Objectives, \*Educational Planning, \*Educational Policy, Foreign Countries, Higher Education, \*Policy Formation, Political Attitudes, Political Influences, \*Post Secondary Education, \*Systems Analysis

Identifiers—USSR

In order to measure the educational achievements of the Soviet Union, it is essential to analyze the educational system in the light of the original intentions and ambitions. The system has three main features, which are a new conception of the relationship between investment and education, an ideological basis and the fact that it is a planned system. The system, subordinated to the needs of the economy, is specialized, and has a diversity of forms—day, evening, and correspondence courses, and a variety of educational institutions. In attempting to formulate a few realistic conclusions, it is important to take into account the constraints that have affected the development of higher education in the USSR. These constraints were largely the result of demographic growth in the USSR, though they were also influenced by the determinism that follows certain political and economic choices. The Soviet Union is now paying the price of the diversity of institutions and networks initially devised. Such a system rapidly becomes cramped once new stimuli no longer reach its central nervous system. (Author/KE)

## ED 112 766

HE 006 767

Wedemeyer, Charles A.

## Implications of Open Learning for Independent Study.

Pub Date 15 May 75

Note—27p.; Paper presented at the ICCE Conference (10th, Brighton, United Kingdom, May 15, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Education, Correspondence Study, \*Educational Alternatives, Educational Innovation, Educational Objectives, \*Independent Study, \*Open Education, \*Post Secondary Education

Identifiers—\*Open Learning

Open learning is the act or process of acquiring knowledge or a skill that is accessible and available, not confined or concealed, and that implies a continuum of access and opportunity. All open schools have one thing in common: they are to a greater or lesser extent efforts to expand the freedoms of learners. The trend towards open forms of learning cannot be separated from the extraordinary efforts in our times to create, if not a new America or a new humanity, at least better situations out of which an improved human condition may evolve. But the open learning trend is also related to a number of other phenomena—social, economic, political, technological, demographic, and educational, which has important implications for standard, conventional education, as well as for independent study. The implications seem to be significant in seven areas: mission; operations; student body; academic, curriculum, instruction, learning and reward system; access; diffusion and communications systems; and institutional support. The open learning trend is the child of independent study. It affects its parents in significant ways. This child, in fact, may win the acceptance so long denied to its parents. (Author/KE)

tion, \*Negro Colleges, Negro Organizations, Organizational Development, Program Administration, \*Program Development, Program Evaluation

## ED 112 767

HE 006 768

Newman, Joan A. And Others

## Solving Instructional Development Problems in University Settings.

Pub Date 74

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Interest, \*Health Occupations Education, \*Individual Needs, Instructional Aids, Instructional Improvement, \*Instructional Materials, \*Media Selection, \*Post Secondary Education, Student Needs

Despite the wealth of information available about methods of instructional development, the practitioner still faces a major task of adapting these to any local situation. Precisely because instructional development is a "people process," most developers must work through the value systems and priorities set by clients rather than imposing their own. In this process, the clarity and logic of idealized instructional development models often become obscured by local variations in budget, personnel, facilities, and viewpoints. The question for the developers, then, is how to go about finding the best match between the principles they know must be followed and the perceptions and constraints of the people with whom they will be working. A way that looks promising is establishing a faculty ad hoc committee to study and make recommendations for developing and producing specific instructional media, without immediate reference to the more general, total instructional development program. Although attempts are indeed made to sort materials by the degree of their complexity and the assumed expertise of the viewer, the fact is that the same materials may be profitably used in different ways by creative faculty in several situations. (Author/KE)

## ED 112 768

HE 006 769

## Summary of Student Credit Hour. Generation and Student Headcount, University of Maine, Fall 1974, Spring 1975 and Academic Year 1974-75. Institutional Research Memorandum No. 18.

Maine Univ., Bangor. Office of Institutional Research.

Pub Date 30 Jun 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—College Credits, \*Credits, Enrollment, \*Graduate Study, Institutional Research, Part Time Students, \*Post Secondary Education, \*Tables (Data), \*Undergraduate Study, Universities

Identifiers—\*University of Maine

The 1974-75 academic year is the first in which student credit hours have been accumulated for the entire University of Maine, utilizing uniform definitions. The purpose of this document is to summarize those data for both semesters. A total of 578,457 student credit hours were generated by all campuses of the University of Maine during the 1974-75 academic year. The largest proportion of these were generated at the Orono campus. Orono and Portland-Gorham together accounted for 73 percent of student credit-hour generation. Tables include listings of student credit hours generated by the University of Maine during 1974-75 by campus and instructional level; the average full-time

equivalent students by instructional level; a head-count of students; distribution by course loads; full-time equivalent student by campus, comparing old and new figures; degree credit enrollment; degree credit enrollment by student origin, county or state. (Author/KE)

**ED 112 769** HE 006 770  
Kell, Diane And Others

**A Study to Document the Effects of Altering Traditional Dental School Recruitment and Admissions Policies for Minority Students. Volume II: Site Reports.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education; National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Report No.—PB-240-241

Pub Date 31 Jan 74

Note—171p.; For related documents, see HE 006 771-773

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-240 241, MF \$2.25, HC \$6.25; Set of 4 reports, PB-240 239, HC \$19.50)

**Document Not Available from EDRS**

Descriptors—\*Dental Schools, \*Educational Policy, \*Enrollment, Financial Support, \*Minority Groups, \*Professional Education, Program Development, Program Planning, Recruitment

In attempting to evaluate the current position of minority students in dental school, site reports are presented for the following dental schools: University of California at San Francisco, University of Southern California, University of Illinois, and University of Maryland. Minority student profile, program history and development, program structure and operations, and program today and future for each school is given. Tables and statistical data are included after a description of minority enrollment record and some highlights of the individual schools' minority programs. (Author/KE)

**ED 112 770** HE 006 771

**A Study to Document the Effects of Altering Traditional Dental School Recruitment and Admissions Policies for Minority Students. Volume III. Codebook for Minority Student Interviews.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education; National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Report No.—PB-240-242

Pub Date 31 Jan 74

Note—117p.; For related documents, see HE 006 770, 772-773

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-240 242, MF \$2.25, HC \$5.25; Set of 4 reports PB-240 239, HC \$19.50)

**Document Not Available from EDRS**

Descriptors—\*Admission Criteria, Data Processing, \*Dental Schools, Educational Finance, Guides, Interviews, \*Minority Groups, Policy Formation, \*Professional Education, Program Evaluation, \*Recruitment, Surveys, Tables (Data)

This document seeks to examine the range and scope of recruitment, admissions, and retention strategies at four selected dental schools that have developed special programs for minority students. The survey instrument for which this code book has been developed is an interview schedule administered to minority students in the four selected special programs. The four dental schools were identified by the Division of Dental Health as schools with notable minority recruitment and admissions programs. They are: the University of California at San Francisco, the University of Southern California, the University of Illinois, and the University of Maryland. (Author)

**ED 112 771** HE 006 772

Kell, Diane And Others

**A Study to Document the Effects of Altering Traditional Dental School Recruitment and Admissions Policies for Minority Students. Volume IV: Appendices.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education; National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Report No.—PB-240-243

Pub Date 31 Jan 74

Note—78p.; For related documents, see HE 006 770-771, 773

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-240 243, MF \$2.25; HC \$4.25; Set of 4 reports, PB-240 239, HC \$19.50)

**Document Not Available from EDRS**

Descriptors—\*Academic Achievement, Bibliographies, \*Dental Schools, \*Dentists, \*Health Occupations, Literature Reviews, \*Professional Education

A total of 84 citations is included in this bibliography. In addition, about one third of the articles have been abstracted; the rest are reviewed but not summarized. In general, the abstracted articles are judged to be the most useful in the conduct of this particular study, which evaluates the current position of minority students in dental school. The bibliography is divided into four topic areas; (1) minorities in dentistry; (2) minorities in health professions; (3) sociological studies of dentists and dental students; and (4) predictions of academic performance in dental school. Since the categories overlap somewhat, each entry is placed in accordance with its primary research focus. Within each section, the entries are listed alphabetically by author. (Author)

**ED 112 772** HE 006 773

Kell, Diane And Others

**A Study to Document the Effects of Altering Traditional Dental School Recruitment and Admissions Policies for Minority Students. Volume I: An Overview.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education; National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Report No.—PB-240-240

Pub Date 31 Jan 74

Note—195p.; For related documents, see HE 006 770-772

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-240 240, MF \$2.25, HC \$7.00; Set of 4 reports, PB-240 239, HC \$19.50)

**Document Not Available from EDRS**

Descriptors—Admission Criteria, Counseling Programs, \*Dental Schools, Educational Finance, \*Enrollment, Financial Support, \*Minority Groups, \*Policy Formation, \*Professional Education, Recruitment, Remedial Programs, Statistical Data, Tables (Data), Tutorial Programs

This study evaluates the current position of minority students in dental school, focusing particularly on the issues of recruitment, financing, separate supportive services, and handling minority affairs. It uses four separate schools to arrive at generalizations about difficulties and capacities in admitting, financing, and policy making in relation to minority students. Tables and supplemental statistical data are included in abundance. (Author)

**ED 112 773** HE 006 774

Babcock, Daniel L. Eppelsheimer, Daniel S.

**Capability of the University of Missouri for Public Technology Service.**

Missouri Univ., Rolla.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PB-240-767

Pub Date Oct 74

Note—47p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-240 767, MF \$2.25, HC \$3.75)

**Document Not Available from EDRS**

Descriptors—Civil Engineering, Engineering Technology, \*Extension Education, \*Higher Education, Management Development, Management Education, Policy Formation, \*Public Policy, Questionnaires, Resources,

School Community Relationship, \*State Universities, \*Technology Identifiers—\*Public Technology, University of Missouri

Public Technology has been defined as a technology "explicitly responsive to the policy goals and operational requirements of civil governments." The Council of State Governments found in a recent study that "state universities have a major potential to bring applied science to the service of state governments, and that this potential is not being tapped effectively." This document evaluated the progress in Public Technology at the University of Missouri, which consists of four campuses and a nationally known extension system, and assesses the changes needed to improve Public Technology service. Questionnaires were distributed to department chairmen and to University Extension field specialists. Specific concepts for improving public technology service in the University of Missouri include: (1) applied technology projects involving interactions between faculty, students, governmental officials and community leaders; (2) development of the mandate roles in urban affairs and health sciences; (3) a new public works preference in the M.S. programs in Engineering Management and Civil Engineering; (4) continuing application of the resources to solve problems of public safety, municipal revenue, education, health care, mass transportation, local government management, and housing. (Author)

**ED 112 774** HE 006 775

Shea, Brent Mack

**The End of Student Activism. Sociological Symposium: Youth and Politics. Number 10.**

Pub Date 73

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Activism, Affluent Youth, \*Change Agents, Educational Change, Educational Objectives, Political Issues, \*Postsecondary Education, Social Change, \*Socioeconomic Influences, \*Student Alienation

In order to account for the demise of American student activism, some explanation for its occurrence in the first place seems useful. Such explanations involve reference to family socialization, university conditions, societal-based issues, and to the possibility of social change. Sociological explanations appear to focus on the causation, alternative explanations, and continuities. From such a perspective, the student movement can be seen to arise initially from the peculiar juxtaposition of intense and numerous social issues with a special kind of primary socialization that addresses itself to values affecting these issues and that resulted in an alienated youth culture. In these terms, a renewed interest in activism by students might be anticipated, but not until continued affluence is assured or denied, and not until the possibility of repression either becomes greater than it is or ceases to exist at all. (Author/KE)

**ED 112 775** HE 006 777

**Directory of Credit-Granting Policies in Medical Laboratory Education.**

National Committee for Careers in Medical Technology, Bethesda, Md.

Pub Date [74]

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Career Ladders, Colleges, Credits, Directories, \*Equivalency Tests, External Degree Programs, Junior Colleges, \*Medical Laboratory Assistants, \*Post Secondary Education, \*Training

Ways now exist for medical laboratory workers to advance up the educational career ladder, gaining credit for prior training and/or experience. A total of 369 Certified Medical Laboratory Assistant Schools, colleges with Associate Degree Medical Laboratory Technicians programs, schools of Medical Technology, and colleges with baccalaureate Medical Technology programs who grant such credit are listed in this directory. Three associate degree programs (two of them external degrees) helpful to laboratory technicians wishing to qualify for MLT (ASCP) certification are also included. With the exception of the simple CLA Schools chart, the other three portions of this directory follow a general format showing credit-granting methods, amounts of credit offered, options for use of that credit,

and eligibility. Credit-granting methods shown in the first few columns of each chart include the CLEP examination, local tests made by each institution, and CASE (the Commission on Accreditation of Service Experience of the American Council on Education) evaluations. Another column in each of the three charts indicated whether a demonstration of actual performance is required of candidates in addition to the other methods indicated. Amounts of credit granted are generally shown in terms of semester hour(s) or quarter hour(s). (Author)

ED 112 776 HE 006 778

Froomkin, Joseph  
A Study to Identify the Trends in the Sources of Student Support for Post-Secondary Education.

Froomkin (Joseph) Inc., Washington, D.C.  
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—PB-239-685

Pub Date Dec 74

Note—75p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-239 685, MF \$2.25, HC \$4.25)

#### Document Not Available from EDRS

Descriptors—\*Consumer Economics, Economic Change, Employment Patterns, \*Financial Support, \*Income, \*Post Secondary Education, \*Students

This study focuses on the role of student earnings as a source of financial support for post-secondary education and the trends in the various components of total earnings over the past ten years. Also studied is the disposition of these earnings between educational and noneducational use. It was found that the average full-time undergraduate earned \$1,195 in 1970, a 64 percent increase over 1960 (25 percent increase in real terms). A higher proportion of students worked in 1970 compared to 1960, and they worked slightly longer hours. The study also shows that the share of student outlays financed by earnings rose during the 1960's, from 31 percent to 41 percent, for single, full-time undergraduates. Part of this significant increase is due to more students in 1970 choosing less costly educational settings. (Author)

ED 112 777 HE 006 779

Harris, John Keller, Steve  
Teaching-Learning Issues. Curriculum Innovation: Three Dimensions.

Tennessee Univ., Knoxville.

Pub Date 74

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Standards, Budgeting, \*Curriculum Development, Educational Assessment, \*Educational Innovation, \*Educational Objectives, Educational Planning, \*Higher Education, Information Utilization, \*Liberal Arts

While nothing new is expected and anything significant seems too dangerous, it is still necessary to examine critical problems in the field of curriculum and innovation. The problems and prospects of curriculum may be grouped according to management, structure, and purpose. Information together with an institutional willingness to get the greatest educational benefits from its budget can result in major outcomes in educational management. If the basic restructuring of instructional and credit systems is to be effective and maintained, the explicit degree goals and standards must be established along with new assessment procedures for determining the individual attainment of these standards. Just at the time we may perceive the need to instill certain attitudes and values in people, we appear to have no transcendent or common commitments. Liberal education must deal with values in a culture with little consensus, and with all the conditions that facilitate further atomization. (Author/KE)

ED 112 778 HE 006 782

Directory of African Universities.  
Association of African Universities, Accra-North (Ghana).

Pub Date Jul 74

Note—512p.; In English and French. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.92 Plus Postage. HC Not Available from EDRS.

Descriptors—Admission Criteria, Courses, Degree Requirements, Degrees (Titles), \*Directories, Faculty, Fees, \*Higher Education, \*Statistical Data, Students, Units of Study (Subject Fields), \*Universities

The Association of African Universities have been concerned with the lack of adequate and up-to-date information on African Universities. This document is a directory of information on African universities that includes entrance requirements, fees, courses, and student and staff numbers. The data for the directory was compiled from calendars and prospectuses of the universities and also from information bulletins and yearbooks of various associations. The directory is divided into anglophone and francophone sections, and the universities have been arranged in alphabetical order by country. (Author)

ED 112 779 HE 006 786

Fieldhouse, A. E.

Accountability or Autonomy in the Universities?

Victoria Univ. of Wellington (New Zealand).

Pub Date 71

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Academic Freedom, \*Accountability, Administrative Policy, \*College Role, Community Attitudes, Evaluation Criteria, Freedom of Speech, \*Higher Education, \*Performance Based Education, Productivity, School Community Cooperation

Identifiers—\*New Zealand

The concern for accountability in New Zealand universities is discussed in terms of policy making. Several questions are addressed: What is the nature of accountability? How does it originate? What is the manner of its growth? What is its effect upon the university's character and functioning? What is meant by academic freedom? Why do academics regard it so highly? It is concluded that academic freedom and university autonomy are indispensable to the well-being of a liberal democratic society. The university, as a part of such a society, must use its freedom and autonomy in a responsible manner. The problem becomes one of mutual understanding and trust. What disturbs academics at the present time is the apparent lack of understanding of academic freedom with a consequent lack of faith and trust in the universities. Such freedom is seen as a necessary condition of the highest efficiency and the proper progress of academic institutions, and encroachments upon their liberty would diminish their efficiency and hinder their development. (LBH)

ED 112 780 95 HE 006 787

Wing, Paul And Others

Statewide Measures Inventory. Technical Report 68.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—384p.

EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage

Descriptors—Decision Making, Definitions, Educational Facilities, Educational Finance, Educational Opportunities, Educational Planning, Educational Research, Enrollment, \*Higher Education, Information Processing, Information Sources, Management, \*Management Information Systems, Manpower Development, \*Measurement Instruments, Personnel, Policy Formation, Postsecondary Education, \*Research Criteria, \*Statewide Planning

The Statewide Measures Inventory is essentially a list of items of information, along with concise definitions and other information of interest, relevant to statewide postsecondary education planning and management. It has been designated primarily as a working document for use by state-level postsecondary education planners and decision makers to improve and simplify communication through increased standardization of terminology and usage, to provide assistance to those concerned with developing and designing data bases and information systems, and to suggest ways that statewide planning and decision making might be improved through the identifica-

tion of problems and issues to which the measures in the inventory are relevant. The eight sections of the inventory are General Information About the State, Student Access, Manpower Programs, Enrollments, Finances, Staff, and Facilities. Also included with the inventory (including index, glossary, and bibliography) is "An Overview and Guide to the Use of the Statewide Measures Inventory," containing information on its origins, general structure, and possible uses. Although its primary target audience is policy makers and analysts in state agencies, it is anticipated that postsecondary education institutions and national organizations also will find it of interest. (JT)

ED 112 781 HE 006 791

Raff, David

Proceedings of New York University. Twenty-Seventh Annual Conference on Labor.

New York Univ., N.Y. Graduate School of Public Administration.

Pub Date 75

Note—339p.

Available from—Matthew Bender, 235 E. 45th Street, New York, New York 10017 (\$28.50)

#### Document Not Available from EDRS

Descriptors—Affirmative Action, \*Arbitration, \*Collective Bargaining, Employer Employee Relationship, \*Equal Opportunities (Jobs), Federal Government, \*Grievance Procedures, \*Higher Education, Productivity

Identifiers—Title VII

Management and labor are concerned with affirmative action, Title VII, and new roles that they are being forced to play by the federal government. Employers want the employees to be more productive. Unions want the workers to enjoy what they are doing and receive a good wage. The government tells management that employees must be happy, healthy, and safe in their places of employment. These and similar concerns have forced labor and management to consider both new issues at the bargaining table and new approaches to get these demands across to the other party. While many other issues are important at the bargaining table, wages and inflationary effects on wages have top priority. Substituting binding arbitration as the final step of the negotiation process for the traditional weapons of the strike and lockout is also of interest. In higher education, bargaining is perhaps the wrong way to meet the new faculty perceptions, for it does create an employer-employee relationship and thus an adversary process. Perhaps faculty and administrations will jointly agree that the costs of bargaining under the industrial model are too great and that some other scheme is desirable. (Author/KE)

ED 112 782 HE 006 794

Report on Institutional Eligibility.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Jun 75

Note—154p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Accreditation (Institutions), \*Federal Programs, \*Higher Education, Post Secondary Education, \*Private Agencies, \*Supervision

Identifiers—Basic Opportunity Grants Program, BOGS, GSLP, Guaranteed Student Loan Program, \*Student Financial Aid

The federal government has traditionally relied on a variety of private accrediting bodies and state chartering and licensing authorities for determining eligibility and exercising direct supervision and consumer protection in education. As Federal financial assistance directly to students has expanded (3 million students received \$6.4 million in 1974), the diffuse and uneven system of approval and control of educational institutions, programs, and student financial aid by "voluntary" agencies has become confused and overburdened. As an aid to legislators, the Eligibility Task Force of the Postsecondary Education Conveying Authority synthesized numerous recent studies and dialogues in the field of eligibility and accreditation. This was done to define key terms, sort out the interests of the various parties involved, delineate the current issues, offer conceptual models of alternative eligibility systems, and summarize some proposed solutions, including revisions based on the present system, which places heavy reliance for determining institutional eligibility on private accrediting associations. This



also includes plans to separate eligibility judgments from accreditation. Appendices to this summary of the Task Force findings include principal participants in the present eligibility system, a review of statistics pertaining to the Guaranteed Student Loan Program (GSLB) and the Basic Opportunity Grant Program (BOGS), and a list of issues discussed at the U.S. Office of Education National Invitational Conference on Institutional Eligibility. (JT)

ED 112 783

HE 006 796

Bowman, James L.

# Measuring Student Resources for Postsecondary Educational Expenses.

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

Pub Date 75

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Finance, Equalization Aid, Expenditure Per Student, Federal Aid, \*Financial Support, \*Higher Education, Parental Background, \*Scholarship Loans, Seasonal Employment, Student Costs, Student Employment, \*Student Loan Programs, Tuition Grants

The current treatment of student resources in the College Scholarship Service (CSS) need analysis procedures is reviewed, and suggestions for change in these procedures are offered. There is evidence to indicate that some increase in expected contribution from summer earnings should be made, but the amount of such an increase is difficult to determine. Figures derived are: freshman, \$500; presophomore, \$600; prejunior, \$700; presenior, \$700. Recommendations are made for changes in the current treatment of students' assets in the Parents' Confidential Statement processing system. It is proposed that the current treatment of a student's social security benefits be modified to provide for their inclusion in family income rather than as a student resource. No changes are being proposed in the current treatment for veterans' benefits (i.e., vocational-rehabilitation payments, war-orphan benefits). These are specifically student benefits and are made available to meet the specific costs of postsecondary education, and their inclusion as a part of student resources is believed to be appropriate. (LBH)

ED 112 784

HE 006 797

# Undergraduate Admissions Applications, Fall 1974.

Virginia State Council of Higher Education, Richmond.

Pub Date Apr 75

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Admission, Community Colleges, Enrollment, \*Higher Education, \*School Statistics, \*State Colleges, State Universities, Statistical Surveys, \*Student Application, Tables (Data), Transfer Students, Undergraduate Students

Identifiers—\*Virginia

Summary information on undergraduate applications for admission to Virginia's state-supported institutions of higher education is presented. The tables contained in this publication report figures by residence and type of institution for the following categories: total applications receiving decision; applications accepted; percent of applications rejected; applicants accepted and enrolled; and percent of applicants accepted who enrolled. One-year changes indicate that the volume of applications for first-time freshman admission increased seven percent, although the total number of in-state first-time freshman applications accepted dropped by one percent. Transfer student applications have also increased significantly, especially into the community college system. (LBH)

ED 112 785

HE 006 801

Cheit, Earl F.

# The Useful Arts and the Liberal Tradition. Last in a Series of Fifteen Profiles.

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 75

Note—166p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$10.00)

Document Not Available from EDRS

Descriptors—Business Administration, \*Educational Methods, Engineering, Forestry, \*Higher Education, Humanities, \*Liberal Arts, \*Professional Education, \*Vocational Development

For well over a hundred years, the traditional academic disciplines have been coexisting somewhat restlessly with an array of professional schools that not only are relative newcomers to the campus scene but also are concerned with teaching young people how to do things as well as to think and understand. The schools for four of these useful professions—agriculture, engineering, business administration, and forestry—when examined are found to be just as much concerned about how they should relate to the rest of higher education as other disciplines have been about how they should accommodate the "new professions." The rise of interest in vocationalism, which is bringing to the fore tension between useful and liberal in a new way and in a new context, adds urgency to the search for new models in liberal education, and prompts liberal arts institutions to adopt as their own, methods long in use by the new professional schools. The experience of the new professions provides not only a challenge and a model for liberal education, but also provides one of the strongest arguments for its importance. (Author)

ED 112 786

HE 006 803

# Hearings Before the Subcommittee No. 2 of the Committee on Armed Services, House of Representatives, Ninety-Third Congress, Second Session on H.R. 9832 to Eliminate Discrimination Based on Sex with Respect to the Appointment and Admission of Persons to the Service Academies and H.R. 10705, H.R. 11267, H.R. 11268, H.R. 11711, and H.R. 13729 to Insure That Each Admission to the Service Academies Shall Be Made Without Regard to a Candidates Sex, Race, Color, or Religious Beliefs.

Congress of the U.S., Washington, D.C. House Committee on Armed Services.

Report No—HASC-94-9

Pub Date 75

Note—304p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.75)

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Educational Discrimination, \*Federal Legislation, \*Higher Education, \*Military Personnel, \*Military Schools, Racial Discrimination, Religious Discrimination, Sex Discrimination

H.R. 9832 is a bill to eliminate discrimination based on sex with respect to the appointment and admission of persons to the service academies. H.R. 10705, H.R. 11267, H.R. 11268, H.R. 11711, and H.R. 12729 are bills to insure that each admission to the service academies shall be made without regard to a candidates sex, race, or religious beliefs. The hearings for these bills were held before the Subcommittee Number 2 of the Committee on Armed Services, House of Representatives, Ninety-third Congress, Second Session. (Author)

ED 112 787

HE 006 805

Boyd, Joseph D. Fenske, Robert H.

# A Longitudinal Study of Illinois State Scholarship Commission Monetary Award Recipients, 1967-1974.

Illinois State Scholarship Commission, Deerfield.

Pub Date Jun 75

Note—90p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Community Colleges, Educational Finance, Financial Policy, \*Higher Education, \*Longitudinal Studies, Public Education, \*Scholarship Loans, School Surveys, Sex (Characteristics), \*State Aid, Student Distribution, Student Enrollment, \*Tuition Grants

Identifiers—\*Illinois

The present effectiveness and future direction of monetary award programs administered by the Illinois State Scholarship Commission is examined in three surveys. A random sample of 1,000 was drawn from the total number of scholarship recipients during the 1967-68 and 1970-71 academic years; 2,000 from the 1973-74 survey. It is shown that: (1) scholarship respondents were divided about evenly between men and women, with slightly more men in the grant respondent groups; (2) the grant group includes substantially more commuters (54 percent) than the scholarship group, which is related to the greater per-

centage of grant respondents enrolled in public two-year colleges; (3) both scholarship and grant group distributions are skewed toward the freshman and sophomore levels; and (4) decreasing percentages of grant respondents attend private four-year colleges over the period studied, with a shift from private four-year colleges to public two-year colleges. The distribution is more stable for scholarship respondents. These findings are discussed in terms of the impact of awards on access and choice of college, theory and reality of financing a college education, opinions and attitudes toward financial aid. The findings can also be applied to operational decisions regarding student financial aid administration and policies. (LBH)

ED 112 788

HE 006 811

Ray, Robert F. And Others

# Program Evaluation. Title I of the Higher Education Act.

National Advisory Council on Extension and Continuing Education, Washington, D.C.

Pub Date 31 Mar 75

Note—103p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Adult Education Programs, Educational Assessment, \*Educational Finance, \*Educational Legislation, Federal Aid, \*Federal Legislation, \*Higher Education, Laws, Legal Responsibility, \*National Programs, Part Time Students, Program Evaluation, State Aid, State Federal Support

Identifiers—\*Higher Education Act Title I

The overall effectiveness of Title I is assessed, particularly successful projects are indicated, and means for replicating and expanding worthy projects are recommended. It is concluded that the program has demonstrated the interest and capacity of postsecondary institutions and communities to engage in cooperative problem-solving efforts. Several recommendations are specified: (1) reauthorization by Congress of Title I at the currently authorized level of \$50 million annually; (2) establishment of a Bureau of Continuing Education and Community Service within the Office of Education; (3) delegation of responsibility to the National Advisory Council on Extension and Continuing Education for advising the secretary of HEW on programs relating to the financial and educational well-being of all adult part-time students in postsecondary education; (4) amendment of Title I to provide legislative authority for national emphasis programs, and for financial aid to give technical assistance to state agencies for program development and operational planning; (5) OE provision of technical assistance and guidelines for state programs; (6) increase in state administrative allotments; and (7) increased state-federal cooperative efforts. (LBH)

ED 112 789

HE 006 812

Wile, Marcia Z. And Others

# A Pre-Matriculation Program for Students of Dentistry.

Pub Date 1 Apr 75

Note—16p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1, 1975). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Articulation (Program), Clinical Experience, Curriculum Evaluation, Dental Clinics, \*Dental Schools, \*Higher Education, Medical Schools, Professional Education, \*Program Effectiveness, Program Evaluation, Questionnaires, Student Experience, Student Volunteers, \*Summer Programs

A voluntary, pre-matriculation summer session for selected first-year dental students has been evolved to facilitate their development and academic progress. With dental students, practicing dentists, and dental school faculty as staff, the program focuses on basic science foundations, effective study skills, pre-clinical techniques, and professional role models. Students and program have been evaluated formatively and summatively through achievement tests, questionnaires, informal feedback sessions, and performance in the first-year curriculum. Results indicate that this program of cognitive, psychomotor, and affective activities provides enrichment for the participants and useful education experience for the staff. (Author)

ED 112 790 HE 006 813

Davis, Junius A. And Others

**The Impact of Special Services Programs in Higher Education for "Disadvantaged" Students.**Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Jun 75

Contract—OEC-0-72-0116

Note—589p.; For a related document, see HE 006 814

**EDRS Price MF-\$1.08 HC-\$29.83 Plus Postage**

Descriptors—Academic Achievement, College Environment, College Students, Disadvantaged Groups, \*Disadvantaged Youth, Ethnic Groups, \*Federal Programs, \*Higher Education, Minority Groups, National Surveys, Performance Factors, Poverty Programs, \*Program Evaluation, \*Special Services, Student Adjustment, Student Attitudes, Student Personnel Services

The Higher Education Amendment of 1968 provided for support services on college and university campuses to facilitate the progress of disadvantaged young people (from families within the national poverty criteria or the physically handicapped). Three years later an evaluation of the special service programs (typically including specially staffed activities such as counseling, tutoring, remedial study, and ethnic identity activities) was conducted to determine effects of students' progress, satisfaction, and perceptions. Methodology included review of the literature, census of institutions, and collection of questionnaire and interview data from program directors and students. The interview data was obtained from a national sample selected from the 190 projects, involving more than 50,000 students, which were in operation in the 1971-72 school year. Major conclusions are there is no evidence that availability of or participation in support services systematically improves performance and satisfaction with college over that which may be expected from previous academic performance; institutional differences account more for differences in disadvantaged student success and satisfaction than do supporting services; in understanding behavior and attitude, race is more critical than poverty or physical handicaps; and forces to equalize opportunity seem to be working better for poor whites and blacks than for poor Orientals, Mexican Americans, Puerto Ricans, Native Americans, or other ethnic minorities. (JT)

ED 112 791 HE 006 814

Burkheimer, Graham J. Davis, Junius A.

**A Census of Special Support Programs for "Disadvantaged" Students in American Institutions of Higher Education, 1971-72.**Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Apr 73

Contract—OEC-0-72-0116

Note—183p.; For a related document, see HE 006 813

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—College Environment, College Students, Disadvantaged Groups, \*Disadvantaged Youth, Ethnic Groups, \*Federal Programs, Financial Support, \*Higher Education, Minority Groups, \*National Surveys, Performance Factors, Poverty Programs, Private Financial Support, Questionnaires, \*Special Services, State Federal Support, Student Personnel Services

A questionnaire survey mailed to all U.S. undergraduate institutions in October 1971 was conducted as part of an evaluation of support service programs for disadvantaged students funded through the Higher Education Amendments of 1968. The inventory contained 14 items that sought summary information about the institution's budget, number of students, percentage of student body disadvantaged (from deprived educational, cultural, or economic background or physically handicapped), Special Service or similar programs (e.g. counseling, tutoring, career guidance, placement), number of involved faculty and staff, nature of programmatic activities, and extent and source of financial support. Of the 2,991 institutions contacted, 59 percent responded. Several procedures were employed to

check for biases among respondents. Major findings: About 14 percent of enrolled undergraduates are estimated to be disadvantaged, with considerable variability among percentages in different types of colleges and geographic regions. Half of the institutions reported special support programs, one in three with federal support, one in seven state or local, one in seven institutional, and one in 20 private foundation. Federal funding has been given to those institutions with larger proportions of disadvantaged students. Services provided and their effects depend more on institutional factors than on support program factors. (JT)

ED 112 792 HE 006 816

**1973-1975 Biennium Report of the Higher Education Facilities Commission of the State of Iowa.**

Iowa State Higher Education Facilities Commission, Des Moines.

Pub Date Apr 75

Note—93p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Annual Reports, Educational Finance, Equalization Aid, Federal Aid, \*Financial Support, Grants, \*Higher Education, Medical Education, \*Scholarship Loans, School Construction, \*State Aid, State Legislation, Statistical Data, \*Student Loan Programs, Tuition Grants, Vocational Schools

Identifiers—\*Iowa

Program operations from July 1, 1973 to June 30, 1975 are reported that deal with four Federal and four State programs of direct benefit to post-secondary education in Iowa. The current biennium has seen a 45 percent growth in State-funded financial assistance for Iowa postsecondary students. State funds invested in scholarships, grants, and medical loans totaled \$12,760,560. As of the fall of 1974, Iowa ranked tenth in per capita funding among the 39 states that had established comprehensive scholarship and grant programs. Student aid appropriations in these 39 states totaled \$457 million. Statistics are provided on the State scholarship program; Iowa Tuition Grant Program; Iowa Vocational-Technical Tuition Grant Program; Iowa Medical Loan Plan; Construction Grants Program; Equipment Grants Program; Comprehensive Planning Grants Program; undergraduate enrollments; and total enrollments by institution. Provisions of the appropriate State statutes are quoted. (LBH)

ED 112 793 HE 006 818

Gemmell, James

**Collective Bargaining: A View from the Presidency.**

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Report No.—ACBIS-6

Pub Date 75

Note—24p.; A companion paper is being prepared under the title, "Collective Bargaining: A View from the Faculty"

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Arbitration, \*Collective Bargaining, Collective Negotiation, College Administration, Contracts, Department Directors (School), Employer Employee Relationship, Grievance Procedures, \*Higher Education, Negotiation Agreements, \*Presidents, State Colleges, Teacher Militancy, Teacher Salaries, Teaching Load, \*Unions

Identifiers—\*Clarion State College

Some decisions faced by a college president making the transition into the milieu of campus unionization are described. The legal prerequisites of collective bargaining on college campuses is reviewed. Inclusion or exclusion of departmental heads as part of the bargaining unit is cited as a crucial matter, and election and negotiation procedures are discussed. Administration of the labor contract is described with reference to the agreement at Clarion State College, Pennsylvania. Suggestions are offered for biweekly Meet and Discuss sessions between administrators and union leaders, and for grievance procedures. Consideration is given to the possible effect of bargaining on faculty salaries, faculty size, teaching loads, and adversary relationships in general. The importance of labor-management cooperation is emphasized. (LBH)

ED 112 794 HE 006 823

Fife, Jonathan D.

**The College Student Grant Study.**

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date May 75

Note—53p.

Available from—Center for the Study of Higher Education, The Pennsylvania State University, University Park, Pennsylvania 16802 (Free)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Economically Disadvantaged, Educational Finance, \*Equalization Aid, Expenditure Per Student, Financial Policy, Financial Support, Foundation Programs, \*Higher Education, Policy Formation, \*Scholarship Loans, State Aid, Student Costs, \*Student Loan Programs, Surveys, \*Tuition Grants

Identifiers—\*Basic Opportunity Grants

The validity of the basic assumptions underlying student grant programs is examined; namely, whether student aid increases access to post-secondary education for low income groups, whether student aid promotes student choice, and whether financing higher education through students greatly aids private institutions. The major conclusions of the study are that scholarship and grant aid do promote equal educational opportunity, and that with equalization of public-private tuition levels through the aid grants, students will favor private institutions in large numbers. Three major failings of state scholarship programs are identified: (1) lack of consideration of all education-related expenses; (2) unrealistic expectations regarding student contributions to educational costs; and (3) failure to adjust income levels indicating disadvantage. It is concluded that the use of scholarship and grant aid as a mode of financing higher education is on the increase, but that there needs to be more data before the true impact of such programs as the Basic Opportunity Grants can be determined. Further research concerning other types of direct student aid, such as loans, and for longitudinal studies, is advocated. (LBH)

ED 112 795 HE 006 824

Goldschmidt, E.

**Student Participation in the CCC Member Countries in 1973.**

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 75

Note—28p.

Available from—Council for Cultural Cooperation, Council of Europe, Strasbourg, France (\$2.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Activism, College Students, \*Higher Education, Leadership Responsibility, Legislation, \*Political Socialization, Questionnaires, Student Alienation, \*Student Attitudes, Student Government, \*Student Participation, Student Role, Student Teacher Relationship, Teacher Role

Identifiers—\*Europe

The status of student participation in Council for Cultural Cooperation (CCC) nations is examined, based on questionnaire replies from Austria, Belgium, Cyprus, Denmark, Federal Republic of Germany, Finland, France, Iceland, Italy, Malta, the Netherlands, Norway, Sweden, Turkey, and the United Kingdom. After a brief review of the situation from 1900 to 1945 and from 1945 to 1972, the current outlook is described. Consideration is given to legislation, student participation at different levels, subjects upon which students' representatives should be consulted, mode of election and powers, and the results of student participation. It is concluded that since 1968 a great change has taken place in the power structure of the institutions of higher education in most of the member countries. The goals of the student unrest in the late sixties have not been fully reached, although students have gained more influence than anticipated. The present situation shows that the abolition of the full professors has disappeared in most member countries and that the power structure is based upon a certain balance between different groups. Many of the student leaders of 1968 are now employed by the universities, and their new roles are speculative. Questionnaire samples are included. (LBH)

ED 112 796 HE 006 831

Furniss, W. Todd

**Grievance Procedures: A Working Paper.**

American Council on Education, Washington, D.C.  
Pub Date Aug 75

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Administration, \*Arbitration, \*Collective Bargaining, \*Collective Negotiation, Colleges, Committees, Faculty, Faculty Organizations, \*Grievance Procedures, \*Higher Education, Students, Universities

Campus grievance procedures, now mandated for most institutions by the Title IX regulations, ordinarily include informal measures to resolve a grievance, provision for a formal written complaint for the grievant, a grievance committee with a number of roles, a hearing committee for cases involving major policy issues and major sanctions, and a set of policies for the operation and guidance of the grievance system. Grievance procedures have two related functions; to determine whether an injury alleged by the grievant was the result of an error in an institution's policies and procedures or their administration, and if error is established, to determine an equitable redress for the grievant. In the light of the Title IX regulations specifically and of changing social and legal standards more generally, colleges and universities should reexamine their grievance mechanisms with particular attention to the following questions: (1) Is the structure of traditional grievance procedures adequate to today's requirements? (2) Who should participate if the procedures are to operate equitably and promptly? (3) Can informal grievance procedures be strengthened? (Author)

**ED 112 797** 95 **HE 006 844**

Blake, Elias, Jr. Cobb, Henry  
**Black Studies: Issues in Their Institutional Survival. Final Report.**

Institute for Services to Education, Inc., Washington, D.C.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Contract—OEC-0-71-4693

Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*African American Studies, \*Cultural Education, Curriculum Development, Degrees (Titles), Educational Alternatives, \*Educational Objectives, Enrollment, Faculty, Guidelines, \*Higher Education, \*Program Development, Recruitment

In the early summer of 1972 the Institute for Services to Education formed a small task force group to conduct a limited but systematic inquiry into the status of Black Studies programs at a selected number of American institutions of higher education. The major purposes of the study are: (1) the formulation of a workable definition of Black Studies, (2) the identification, and selection of a representative group of programs, and (3) the identification of major issues associated with the development of Black Studies programs along with alternative approaches to these issues. In addition, it was also accepted as a reasonable supposition that the findings of the study and the literature associated with it could be distilled into a useful and practical set of guidelines that would be helpful to persons developing or evaluating Black Studies (Afro-American) programs in higher education. The Task Force formulated the major issues through discussion and interpretation of: (1) structural relationship to the institution; (2) theoretical focus and objectives; (3) financing; (4) staffing; (5) enrollment pattern; and (6) identification of major issues. The questions raised tended to probe rather deeply into the nature of Black Studies, but they also brought into view many other related issues. (Author/KE)

**ED 112 798** **HE 006 846**

Bender, Louis W., Ed. Clampitt, Joyce A., Ed.  
**Tools, Techniques, and Strategies for Staff Responses to Problems of State Level Leadership. Seminar Proceedings (Philadelphia, Pennsylvania, 20-23 May, 1975).**

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Education Commission of the States, Denver, Colo.; Kellogg Foundation, Battle Creek, Mich.; State Higher Education Executive Officers Association.

Pub Date 75

Note—134p.

Available from—Florida State University, State and Regional Higher Education Center, Tallahassee, Florida 32306 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Agency Role, Educational Planning, Federal Legislation, Higher Education, \*Information Processing, Inservice Education, Political Influences, \*Postsecondary Education, \*Problem Solving, \*State Agencies, State Boards of Education, State Departments of Education, State Federal Support, State Legislation, \*Statewide Planning, Workshops

The state agency represents the interface between the statewide education system and the governmental and external bodies that would influence it. About 55 state agency staff members from all over the east coast attended an inservice workshop that attempted to measure some of the new dimensions of postsecondary education and to equip participants with effective means to confront related daily problems. There were six content modules which included formal presentations, illustrations, demonstrations, and discussion: "Information Related Problems in State Planning" by T. Edward Hollander; "Problems and Issues Related to the Data Game" by Robert Huff; "External Interest Group Impingements" by Richard Millard; "Problems Clinic—Where Do We Turn for Help?" (a panel of eight representatives from national resource organizations—American College Testing Programs, Southern Regional Education Board, College Entrance Examination Board, American Association for Higher Education, ERIC Higher Education Clearinghouse, and U.S. Office of Education); "State Agency Relationships" by Patrick McCarthy and John Porter; "Dealing with Dwindling Resources" by S.V. Mortorana; "Problems and Issues Related to Legislative Process—The Federal Dimension" by Robert C. Andringa; "New Assumptions for State-Level Leadership in the Future" by Robert B. Mautz. All workshop presentations are included along with a post-workshop analysis by DeForest Trautman that summarizes activities and outcomes. (JT)

**ED 112 799** **HE 006 848**

Thrift, Julianne Still Fidler, Paul P.  
**A Descriptive Study of Commuter Students at the University of South Carolina, Fall 1974.**

Research Notes No. 25-75.

South Carolina Univ., Columbia.

Report No.—RN-25-75

Pub Date 11 Jul 75

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Campuses, \*Commuting Students, \*Higher Education, Questionnaires, Student Attitudes, \*Student College Relationship, \*Student Needs, \*Student Participation, Student Responsibility, Students, Surveys

Identifiers—\*South Carolina  
During the fall of 1974, a questionnaire was administered to a random sample of 700 off-campus students at the main campus of the University of South Carolina who were enrolled in nine or more semester hours of course work (approximately 8 percent of the population). The goal of the study was to describe off-campus students including their perceived needs so that their input could be considered in decision-making processes. The results of the questionnaires were analyzed to examine the students' views on the following issues: (1) the potential use of facilities on campus; (2) the desirability of a service and programming organization for commuters; (3) the relative importance of a variety of programs for commuters; (4) the degree of usage of various means of communication; (5) the amount of time spent on campus by commuters; and (6) the desirability of social functions planned for commuters. (Author/JMF)

**ED 112 800** **HE 006 849**

Trotter, Virginia Y.  
**Statement before the Senate Subcommittee on Education, Committee on Labor and Public Welfare.**

Pub Date 23 Jul 75

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Educational Finance, Educational Legislation, Educational Opportunities, Equalization Aid, \*Federal Aid, \*Federal Legislation, Financial Services, \*Financial Support, \*Higher Education, Legislators, Scholarship Loans, \*Student Loan Programs, Tuition Grants

Identifiers—Basic Grant Program, \*Senate Subcommittee on Education

The purpose of federal support for the general educational goals of higher education is examined in this testimony. Such support for higher education currently amounts to \$3.4 billion, exclusive of research and veterans educational benefits under the GI bill. Two roles are identified for federal support of higher education: (1) the role of increasing access to postsecondary education by concentrating resources on direct financial aid to students on the basis of need; and (2) the role of encouraging a diversity of educational programs that will be responsive to the particular educational needs of citizens. The Administration's view is reaffirmed that the best way to achieve these goals is through student aid rather than general financial support for institutions. It is suggested that the major part of federal budget resources should be devoted to student grants rather than student earnings subsidies and student loans. The Basic Grant program should be the foundation of higher education legislation, which would permit a maximum grant of \$1400 for all classes of students. Suggestions are offered for perfecting the access role of this program. Coordination of federal and state programs is also recommended. (LBH)

**ED 112 801** **HE 006 854**

**College Plans of High School Seniors: October 1974. Current Population Reports. Population Characteristics. Series P-20, No. 284.**

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Report No.—P-20-No-284

Pub Date Sep 75

Note—15p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 and U.S. Department of Commerce, District Offices (\$0.45)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Career Choice, College Choice, \*Colleges, Demography, \*Educational Planning, Family Background, Family Income, Females, Males, Negroes, \*Post Secondary Education, \*Secondary School Students, Socioeconomic Status, Statistical Analysis, \*Vocational Schools

Statistical tables are presented on college and vocational school plans of high school seniors by their sex, race, region of residence, metropolitan residence, education and occupation of family head, and family income. The survey taken early in the senior school year indicates intentions for further study. The current sample is spread over 461 areas comprising 923 counties and independent cities with coverage in each of the 50 States and the District of Columbia. Many students appear unsure of their future plans: about 27 percent of the high school seniors said they may enter college and 44 percent said they definitely planned to go to college. Although the proportion of male high school seniors planning for college declined somewhat, there was no corresponding increase among them in plans for vocational-technical school enrollment. Female high school seniors were more certain of their college plans than were the men. There was some evidence that black high school seniors were less likely to make definite plans for entering college. (Author/KE)

**ED 112 802** **HE 006 856**

Hager, Walter E.  
**AASCU: The First Ten Years. A Brief History of the First Decade of the American Association of State Colleges and Universities.**

American Association of State Colleges and Universities, Washington, D.C. Office of Information and Research.

Pub Date 6 Nov 70

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Higher Education, Historical Reviews, National Organizations, \*Organizational Development, Organizational Effectiveness, \*Organizations (Groups), Professional Associations, \*State Colleges, \*State Universities, Teacher Education

Identifiers—\*AASCU

The American Association of State Colleges and Universities (AASCU) is an outgrowth of the Association of Teacher Education Institutions and the American Association of Teachers Colleges. The major purposes of the new organization founded in 1961 were: (1) to enable the mem-



bers to make their influence felt in connection with national affairs; (2) to present the strengths and services of state colleges and universities effectively to the public and to agencies and individuals from which grants of funds might be available; (3) to represent the members of the Association in the National Commission on Accrediting; and (4) to conduct studies of educational problems of common interest to the members. As evidence of the strong and influential national position of the organization, the report cites the major endeavors of the Association. (JMF)

**ED 112 803** HE 006 857

**Fulkerson, William M., Jr.**  
**Planning for Financial Exigency in State Colleges and Universities. AASCU Studies.**  
American Association of State Colleges and Universities, Washington, D.C.  
Pub Date [74]  
Note—68p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Educational Economics, \*Educational Finance, Finance Reform, Financial Policy, \*Financial Problems, Financial Support, \*Higher Education, Staff Role, \*State Colleges, \*State Universities, Tenure

This survey and analysis attempt to report on plans, programs, policies, and practices to meet the exigency situation, i.e., a decline in financial support and/or enrollments that require the release of professional staff -- tenured and non-tenured. The survey was made among institutions who were members of the American Association of State Colleges and Universities and/or the National Association of State Universities and Land-Grant Colleges. The report summarizes the questionnaire; raises a series of issues based on the methods, the problems, and some of the results of the plans formed by the institutions responding; includes six exigency plans that illustrate how public institutions of varying sizes and interests have dealt or are currently dealing with the problems of financial exigency. Finally, the policy statements adopted by the Association of American Colleges and the American Association of University Professors are included as materials to enable the institution to look at broad policies as well as analysing specific plans used by other institutions or systems. The intent of the report is to present guidelines and describe various plans that can be modified to suit the needs of a particular institution. (JMF)

**ED 112 804** HE 006 858

**Astin, Alexander W.**  
**Financial Aid and Student Persistence.**  
Higher Education Research Inst., Inc., Los Angeles, Calif.  
Report No.—HERI-75-1  
Pub Date Jan 75  
Note—26p.

Available from—Higher Education Research Institute, 924 Westwood Boulevard, Suite 850, Los Angeles, California 90024 (\$1.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Academic Achievement, \*Dropouts, Educational Finance, Financial Needs, \*Financial Support, \*Higher Education, Married Students, Middle Class Parents, \*Scholarship Loans, Student Behavior, \*Student Loan Programs, Tuition Grants, Work Study Programs

The impact of financial aid in helping a student stay in college is examined from data collected in 1972 from students who entered college in 1968. The findings include: (1) Students, especially men, who rely on loans for support during college increase their chances of dropping out. (2) Students who rely on scholarships or grants increase their chances of completing college, but only slightly, while students relying on savings or the G.I. bill increase their chances of dropping out. (3) Participating in work-study programs increases chances of completing college, particularly among students from middle-income families. (4) Students who receive support for college expenses from their parents are more likely to complete their education. (5) Students who are married when they enter college have a good chance of completing their education if their spouses provide major financial support, but dropout chances are substantial if spouses provide no support or only minimal support. (6) Any type of financial aid administered alone is more effective than financial aid packages. (LBH)

**ED 112 805** HE 006 861

**More Assurances Needed That Colleges and Universities With Government Contracts Provide Equal Employment Opportunity. Departments of Labor and Health, Education, and Welfare.**  
Comptroller General of the U.S., Washington, D.C.  
Pub Date 25 Aug 75  
Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Affirmative Action, Colleges, \*Equal Opportunities (Jobs), \*Government Role, Guidelines, \*Higher Education, \*Performance Specifications, \*Program Administration, Program Development, Universities

The Department of Labor is responsible for the Federal program to insure that contractors and subcontractors provide equal employment opportunity. Labor has delegated to 11 other agencies—including the Department of Health, Education, and Welfare (HEW)—the responsibility for performing compliance reviews of contractors' facilities and enforcing Labor's guidelines. HEW, however, has made minimal progress in making sure that colleges and universities have accepted affirmative action programs and are in compliance with the Executive action programs. HEW has not consistently sent required "show-cause" notices to colleges and universities whose affirmative action programs it has found to be not in compliance, it has not begun sanctions against these institutions, and has not generally performed preaward reviews. HEW negotiates and conciliates with colleges and universities over prolonged periods rather than requiring them to prepare acceptable affirmative action programs within the time specified under Labor guidelines. Neither Labor nor HEW has identified all colleges and universities that have Government contracts and are subject to the program. HEW has not provided a uniform nationwide training program for its compliance officers. Recommendations follow. (Author/KE)

**ED 112 806** HE 006 862

**Bowman, James L.**  
**A Uniform Methodology for Measuring Parental Ability to Pay: Implications for the College Scholarship Service in 1975-76.**  
College Entrance Examination Board, New York, N.Y.  
Pub Date 75

Note—16p.; Paper distributed for discussion at the College Board Regional Assembly meetings, winter 1975

Available from—College Scholarship Service of the College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Educational Finance, Evaluation Methods, \*Family Income, Federal Aid, \*Financial Needs, \*Financial Support, \*Higher Education, Income, Living Standards, Measurement Goals, Methods, \*Parent Responsibility, Parent Role, Salaries, State Aid, Student Loan Programs, Wages

Identifiers—Need Analysis, \*Student Financial Aid

The movement toward a uniform methodology of determining parental ability to pay to be used over time by all institutions and agencies awarding financial aid funds is consistent with the goals and objectives of the College Scholarship Service (CSS). This paper describes a proposed system for a uniform methodology for measuring parental ability to pay for postsecondary educational costs for consideration by the membership of the CSS Assembly. In setting forth this proposal, a brief review of the CSS need analysis system is given. This comparative analysis demonstrates the substantial aspects of the CSS need analysis rationale that have been incorporated into the proposal outlined. The proposed methodology brings into being several characteristics long considered desirable by many financial aid administrators and agencies awarding student aid funds -- namely, a more simplified system in which the methodology can be readily understood by the users and in which accuracy of information is retained. (Author/JMF)

**ED 112 807** HE 006 863

**Perspectives on Financial Aid.**  
College Entrance Examination Board, New York, N.Y.  
Pub Date 75

Note—186p.  
Available from—College Board Publications Orders, Box 2815, Princeton, New Jersey 08540 (\$4.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administration, \*Educational Finance, Federal Programs, \*Financial Support, Organization, \*Post Secondary Education, \*Resources, State Programs

The purpose of this book is to provide background information on administration of financial aid and financial aid resources. Sections are written by experts in financial aid who represent various geographical areas as well as the various sections of postsecondary education. Sections cover: (1) history of institutional aid in the United States; (2) role and functions of the financial aid officer; (3) organizational structure of a financial aid office; (4) how an institutional aid office really works; (5) history of federal involvement in financial aid; (6) federal programs; (7) history of state involvement in financial aid; (8) state programs; (9) student resources; and (10) institutional financial aid resources. (Author/KE)

**ED 112 808** HE 006 866

**Morris, Dianna B. Matsumoto, Satoru T.**  
**A Report on the Employment Status of Graduating Seniors at East Carolina University, Spring 1974.**

East Carolina Univ., Greenville, N.C. Office of Institutional Research.

Pub Date May 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Career Opportunities, Careers, \*College Graduates, College Students, \*Employment, \*Employment Opportunities, Employment Potential, Employment Problems, Employment Qualifications, Employment Trends, \*Higher Education, Job Applicants, Job Market, Occupational Surveys, Questionnaires, \*Seniors, Surveys

This study surveyed graduating seniors of East Carolina University relative to employment status immediately prior to graduation in the spring of 1974. The purpose of the study was to determine the number of graduating seniors who had accepted employment, the location of their work, and whether or not they were satisfied with the employment offer. Other variables investigated were: (1) students who had offers but were still seeking employment; (2) students seeking employment but having no job offers; and (3) students not seeking employment due to further studies, military obligations, etc. These variables were categorized by degree level, sex, race, and marital status in a summary table, and by discipline and degree level in other tables. (Author)

**ED 112 809** HE 006 871

**Data Summaries, 1970-1974 on Postsecondary Education Institutions.**  
Systems Research Inc., Los Angeles, Calif.  
Pub Date Jan 75

Note—58p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Colleges, \*Educational Finance, Expenditures, Financial Support, Grants, \*Higher Education, Junior Colleges, Part Time Students, Post Secondary Education, Private Colleges, Public Schools, \*Statistical Data, \*Student Costs, \*Student Enrollment, Tables (Data), Universities

Data summaries illustrated by charts and graphs are presented with some commentary for the years 1970-71, 1972-73, and 1973-74 for the approximately 3,000 postsecondary institutions, including branch campuses, in the U.S. enrolling about 9 million students. Statistics include enrollment (total enrollment and full-time equivalent enrollment and the relationship between the two, full-time and part-time relationship, and the ratio of enrollment by level of student); basic student charges (tuition, fees, board and room); and institutional financial data (revenues, expenditures, student tuition and fee revenue, student aid grants, and changes in assets). Data were drawn from the Higher Education General Information Surveys (HEGIS) for fiscal years 1971, 1972, and 1973, and the publicly available data from the National Center for Educational Statistics (NCES). (JT)

**ED 112 810** HE 006 881  
**A Critical Approach to Inter-University Co-operation.** Paper No. 13.  
 International Association of Universities, Paris (France).  
 Pub Date 74

Note—138p.; Papers presented at the International Association of Universities (13th, Paris, France, 1974)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
 Descriptors—Educational Objectives, \*Foreign Relations, \*Higher Education, \*Interinstitutional Cooperation, \*International Education, \*International Programs

International university cooperation is the main purpose of the International Association of Universities (IAU). Certain problems arise in the field of international cooperation and particularly in the field of assistance. The helping hand easily becomes a dominating hand while the notion of mutual exchange presupposes the existence and recognition of differences. Consequences of such recognition are reciprocity; an ability to let immediate objectives remain secondary to long-term ones; and the work of the universities. (Author/KE)

**ED 112 811** HE 006 884  
**Martin, Warren Bryan**  
**Faculty Development and Evaluation or a Response to Student Interests and Needs.**  
 Pub Date 13 Jan 75

Note—17p.; Paper presented at the Annual Meeting of the Association of American Colleges (Washington, D.C., January 1975); Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Instruction, \*Educational Objectives, \*Educational Philosophy, \*Faculty, Faculty Evaluation, \*Higher Education, Individual Development, Instructional Improvement, Job Development, Organizational Development, \*Professional Continuing Education, Program Development, Staff Improvement, Student Interests, Student Needs  
 Faculty development programs in colleges and universities must be faulted for not having adequate theory, employing comprehensive approaches, or showing a deep intention. An adequate theory of faculty development will involve a sophisticated understanding of the process of professionalization and an integrating theory of human development. Approaches, in terms of strategies and tactics, must respond to the interests and needs of students, faculty, and society. Deep qualitative objectives defy quantification but remain unquestionably important. The case for faculty development includes the faculty need to be prepared to work with new students in new places, to be made acquainted with alternative modes of teaching and learning, to be more sophisticated in their knowledge of the workings of the institution, and to become more conscious of the end of the learning experience for which teaching is a means. Behind the case for faculty development is the concern for institutional survival and for the needs of the larger society. Clearly we need more than the psychological-developmental approach, which deals mainly with the strengthening of the individual, even as we need more than the administrative-bureaucratic approach, which measures development by institutional criteria. (JT)

**ED 112 812** HE 006 885  
**Gjerde, Craig L.**  
**A Data-Based Approach to Setting Performance Standards.**

Connecticut Univ. Health Center, Farmington. Dept. of Research in Health Education.  
 Spons Agency—National Fund for Medical Education, Cleveland, Ohio.

Pub Date Apr 75  
 Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Behavioral Objectives, Core Curriculum, Curriculum Development, Curriculum Planning, Educational Objectives, Faculty, \*Higher Education, \*Medical Education, Medical Students, \*Performance Criteria, \*Teacher Participation

Preparatory to developing a core curriculum with the possibility of instituting a tracking system, the Committee on Undergraduate Medical Education at the University of Connecticut

Health Center appointed a committee that set out to find a systematic way of looking at the curriculum. The committee developed a personal-political approach and research methodology in which an educator involved faculty members in writing and reviewing educational goals and objectives (affective, cognitive, and psychomotor). The performance standards developed by the 24 teaching committees were rated by the teaching faculty (for clarity and importance) and will subsequently be reviewed for relevance by other faculty groups. They will be published and will serve as the basis for the evaluation of student performance. Meanwhile, the day-to-day benefit of this systematic definition of curriculum may be far more important to the institution than the original purpose. (JT)

**ED 112 813** HE 006 912  
**Lawrence, Ben**  
**Cost Analysis in Postsecondary Education: The Contextual Realities.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date Oct 75

Note—7p.

Journal Cit—Higher Education Management; v3 n3 p1-6 Oct 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Budgeting, \*Cost Effectiveness, Decision Making, Educational Accountability, \*Educational Administration, \*Educational Planning, Enrollment, Evaluation, Guidelines, \*Information Utilization, \*Post Secondary Education, Trend Analysis

Cost analysis is not solely the concern of the technically proficient analyst. Determining what uses are appropriate for cost information is a broad policy issue in which academic administrators, department chairmen, and faculty have a tangible interest and should have at least a conceptual grasp of this subject. It is particularly important to appreciate what the technical experts can accomplish with cost analysis and what the problems are. Placing cost analysis in its appropriate context has needed to be done for some time. It involves the examination of these concerns: (1) the recent increase on pressures for cost analysis and the motivations behind these pressures; (2) the guidelines for cost analysis that have been established at NCHEMS; (3) the directions that the development of cost analysis procedures should take in the future. Appropriately or not, the growth of cost analysis in postsecondary education over the past decade has taken place largely in the context of accountability, and more recently in an environment of resource acquisition frustrations. Cost information is increasingly important in planning, budgeting, budget control, and evaluation of performance. (Author)

**ED 112 814** HE 006 913  
**Lenning, Oscar T. And Others**  
**The Many Faces of College Success and Their Nonintellective Correlates: The Published Literature Through the Decade of the Sixties.** Monograph No. 15.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date 74

Note—554p.

Available from—American College Testing Publications, P.O. Box 168, Iowa City, Iowa 52240 (\$3.00)

**EDRS Price MF-\$0.92 HC-\$28.56 Plus Postage**  
 Descriptors—Bibliographies, College Students, \*Educational Benefits, Educational Development, Elementary Schools, \*Evaluation Criteria, \*Higher Education, Human Development, Moral Development, Personality Development, Secondary Schools, Social Development, \*Social Influences, Student Development, \*Success Factors, Vocational Development

This document addresses itself to changing social conditions or, more specifically, to the conditions under which nonintellectual success is defined by our society. In this document success is viewed as: (1) intellectual development; (2) personality development and adjustment; (3) motivational and aspirational development; (4) social development; (5) aesthetic-cultural development; (6) moral, philosophical, and religious development; and (7) other types of college success, including post-college success, develop-

ment of student power, development in basic educational skills, benefits to society, and miscellaneous criteria. Great care was taken to make this literature coverage as complete as possible. However, this was not the primary purpose of the study. Some studies judged by the authors to be of lower quality than others are not annotated for reasons such as unique approach, stimulating and thought-provoking conclusions, experimentation with specific criteria or predictor measures formerly overlooked, results unlike those of other similar studies, utilization of uncommon statistics, etc. Furthermore, relevant research at the elementary and secondary level was included in the review if it seemed to have definite applicability to college students. (Author/KE)

**ED 112 815** HE 006 954  
**Wilbur, Franklin P.**  
**School-College Articulation: Cooperative Programs and Practices Linking Secondary and Post-secondary Curricula.** Report No. 5.

Syracuse Univ., N.Y. Center for Instructional Development.

Pub Date 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Articulation (Program), College Preparation, Curriculum Development, \*Curriculum Planning, \*Higher Education, \*High School Students, Post Secondary Education, \*Program Coordination, Program Improvement, Secondary Education

Past and present forces affecting curriculum articulation between schools and colleges are discussed. There now exist sufficiently pressing conditions, at both secondary and postsecondary school levels, to bring the issue of program continuity to the forefront. Particular attention should be paid to the assumptions underlying new articulation designs, to the recommendations of noted individuals and organizations, and to the increasing interest of government agencies because their effect on both schools and students will be far reaching. (Author)

**ED 112 816** HE 006 955  
**Kaplin, William A.**  
**Respective Roles of Federal Government, State Governments, and Private Accrediting Agencies in the Governance of Postsecondary Education.** Council on Postsecondary Accreditation, Washington, D.C.

Pub Date Jul 75

Note—39p.

Available from—COPA, One Dupont Circle, Suite 760, Washington, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Accreditation (Institutions), \*Educational Finance, \*Federal Aid, Federal State Relationship, \*Financial Support, \*Higher Education, Money Management, Post Secondary Education, Revenue Sharing, State Standards

The current and future status of the education triad is examined with particular reference to determining eligibility for federal funds. The existing system of postsecondary governance is discussed, followed by a study of the legal constraints on the functions of and interrelationships among the triad elements. The status quo regarding postsecondary educational governance is concluded to be unacceptable. Immediate goals for the triad are shown to be: increased understanding of each element's capabilities; sharper emphasis on each element's strong points; clearer definition of each function; and better division of power among triad elements must be maintained if the triad concept is to succeed in the long run. Educational consumer protection is one of the primary issues whose solution requires an intelligible division of function among triad elements. All three elements of the triad will need to participate in eligibility determinations, with balance of power stimulated through increased attention to the legal considerations. (LBH)

**ED 112 817** HE 006 957  
**Peck, George A., Jr.**  
**Committee Report on the Status of Women.** Arizona State Univ., Tempe. Coll. of Liberal Arts.

Pub Date 1 Jun 73

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Administrative Policy, Faculty Promotion, \*Females, Feminism, \*Higher Education, Part Time Teachers, \*Sex Discrimina-

tion, State Universities, Teacher Salaries, Tenure, \*Women Professors, Womens Education, Womens Studies  
Identifiers—\*Arizona State University

The status of women was examined by a committee of men and women for an academic year, with consideration given to studies from other major universities and informed witness testimony. Discriminatory practices and means of complying with anti-discriminatory legislation are discussed. Recommendations are offered on: the role of women who can serve only part-time; tenure for part-time faculty women; recruitment, salaries, and promotion of women faculty members; recruitment of women for graduate study; policy of hiring husband and wife; and opportunities for women's studies was not examined due to an apparent trend of universities to move away from such separate curriculums. A body of supportive evidence is included to support the recommendations made. It is further suggested that copies of the report be given to department chairpersons and that an on-going College Commission be appointed. (LBH)

ED 112 818 HE 006 964

Beatty, George, Jr. And Others  
The Instructional Cost Index. A Simplified Approach to Interinstitutional Cost Comparison.

Spons Agency—Association of Independent Colleges and Universities in Massachusetts, Boston.; Canada Council, Ottawa (Ontario).; Massachusetts State Board of Higher Education, Boston.

Pub Date Jul 74

Note—25p.; Paper presented at the Society for College and University Planning (9th, Denver, Colorado, July 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cost Effectiveness, \*Cost Indexes, \*Higher Education, \*Instructional Programs, Policy Formation, \*Program Costs, Resource Allocations

The paper describes a simple, yet effective method of computing a comparative index of instructional costs. The Instructional Cost Index identifies direct cost differentials among instructional programs. Cost differentials are described in terms of differences among numerical values of variables that reflect fundamental academic and resource allocation policies. The pragmatic management information provided by policy variables and the resultant Instructional Cost Index may be used by decision makers at all levels as an alternative to similar information provided by other, more complex instructional cost methodologies that require substantially more input data. The examples given demonstrate the modest data requirements of the Instructional Cost Index procedures. (Author/KE)

## IR

ED 112 819 IR 001 956

Linn, William Erwin, Jr.  
Man-Machine Referential Communication in a Personal Information Retrieval System.

Michigan Univ., Ann Arbor. Dept. of Computer and Communication Sciences.

Pub Date Jul 72

Note—196p.; Doctoral Thesis, University of Michigan

Available from—University Microfilms, Dissertation Customer Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (\$5.00 microfilm; \$11.00 hardcopy)

Document Not Available from EDRS

Descriptors—\*Classification, \*Computer Programs, Indexing, Information Processing, \*Information Retrieval, Information Seeking, Information Storage, \*Information Systems, Man Machine Systems, \*On Line Systems, Programming Languages, Search Strategies

Identifiers—AUTONOTE, \*AUTONOTE2, Personal Information Systems

The trend toward on-line utilization of computers in recent years has included the emergence of computer support systems to fill the information processing needs of individuals engaged in scientific research. In this study, a new approach to document description is applied to the design of a personal information storage and retrieval system, AUTONOTE2. The system enables the user to: (1) define the topical content of each

text items with phrasal descriptions, and (2) specify structural associations among the defined topics. A detailed discussion of both the design and implementation of AUTONOTE2 is provided, together with a case study of system performance during the description of a realistically diverse document collection. The results of the analyses suggest that the referential mechanisms used in the system constitute a viable alternative to keyword indexing in personal information systems. (Author/DGC)

ED 112 820 95 IR 002 182

Study of Education Satellite Communication Demonstration. Third Quarterly Progress Report. Report of Activities and Accomplishments January 11, 1975 to April 10, 1975.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SURC-TR-75-542

Pub Date 10 Apr 75

Contract—NIE-C-74-0046

Note—117p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Communication Satellites, Community Development, Cost Effectiveness, \*Demonstration Projects, Educational Development, Educational Planning, Educational Radio, \*Educational Research, Educational Technology, \*Educational Television, Evaluation, Experimental Programs, Extension Education, Reports, Rural Education, Technological Advancement, \*Telecommunication

Identifiers—\*Educational Policy Research Center, Educational Satellite Communication Demonstration

A report on the Education Satellite Communication Demonstration (ESCD) describes activities of the evaluators during the first quarter of 1975, including staff trips and site visits and activities of various staff members. A calendar of future events in satellites, telecommunications, and education is included, with revision on dates and new items. Working papers on satellites in education, ESCD costs, calculating the ESCD total cost, and utilization of television instruction are appended, with the note that these papers are in draft form and are being circulated for review and comments. (SK)

ED 112 821 IR 002 188

Simonsen, Michael R. Volker, Roger P.  
A Media Practicum for Teacher Education Undergraduates.

Pub Date 11 May 75

Note—17p.; Paper presented at the Annual Conference on Visual Literacy (Portland, Oregon, May 7-11, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Course Objectives, \*Course Organization, \*Instructional Media, \*Media Specialists, Media Technology, \*Practicums, Preservice Education, \*Teacher Education Curriculum

Several needs were identified at Iowa State University for a second level media course for undergraduate education majors. For students, these needs included more in-depth media training and earlier contact with public schools. For teachers, these needs included on-target teaching materials and instructional development assistance. To meet these needs, a course was developed which consisted of three types of activities: (1) formal university classwork in media skills including training in the Instructional Materials Center concept, literature in media, photography, videotaping, individualized instruction, and computer-assisted instruction; (2) public school work which included a at least two hours per week in the classroom of media-conscious cooperating teacher; and (3) curriculum development activities where a student is helped to identify a curricular problem area and then follows a systematic approach to the development of mediated teaching materials to remedy this problem area. Evaluations indicate the course has been successful. A topic outline, grading procedures, and an evaluation sheet are included. (Author/KKC)

ED 112 822 IR 002 196

Pilot Guidelines for Improving Instructional Materials Through the Process of Learner Verification and Revision.

Educational Products Information Exchange Inst., New York, N.Y.

Pub Date 6 Jun 75

Note—52p.

Available from—EPIE Institute, 463 West Street, New York, New York 10014

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Audiovisual Aids, Curriculum Development, Curriculum Evaluation, Elementary Education, \*Evaluation Needs, Feedback, \*Guidelines, Instructional Design, \*Instructional Materials, \*Instructional Media, National Programs, Publishing Industry, Student Reaction, \*Summative Evaluation

Identifiers—\*Educational Products Information Exchange, Learner Verification and Revision, LVR, National LVR Task Force

Learner Verification and Revision (LVR)

Process of Instructional Materials is an ongoing effort for the improvement of instructional materials based on systematic feedback from learners who have used the materials. This evaluation gives publishers a method of identifying instructional strengths and weaknesses of a product and provides an opportunity to revise that product. LVR identifies trouble spots or the absence of them, since the only people to engage in the selection are those involved in the product. Instructional materials require actual use in the classroom to determine their effectiveness. Reporting and assessing LVR activities are carried out according to a flexible format. The format includes (a) descriptive information on the product, (b) instructional design, (c) intended learner outcomes to be investigated, (d) conditions of use of product, (e) techniques for gathering feedback, (f) description of learners used in LVR process, (g) analysis of findings, (h) specific improvements made, (i) background and future of product. Three appendices and a review of Task Force reactions are included. (DS)

ED 112 823 IR 002 230

Alvir, Howard P.  
I.C.I.S. Inter-Campus Information System. FILMS, Albany, N.Y.

Pub Date 15 Apr 75

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Computer Oriented Programs, Data Collection, \*Decision Making, Educational Development, Educational Planning, \*Higher Education, Information Seeking, \*Information Systems, Intercollegiate Programs, Interinstitutional Cooperation, Management Systems

Identifiers—ICIS, \*Inter-campus Information Systems

A decision making system for educators to enable them to plan and make information-based decisions is briefly described. The information system's characteristics are explained, along with a summary of information systems in higher education. A self-test criteria of effectiveness and feedback and evaluation methods are also included. A request form and an evaluation form are appended. (SK)

ED 112 824 IR 002 234

Crocco, John A. And Others  
A Computer-Assisted Instruction Course in the Diagnosis and Treatment of Respiratory Diseases.

City Univ. of New York, N.Y. Graduate School and Univ. Center.; State Univ. of New York, Brooklyn. Downstate Medical Center.

Spons Agency—American Lung Association, New York, N.Y.

Pub Date 75

Note—8p.

Journal Cit.—American Review of Respiratory Disease; v111 75 p299-305

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Autoinstructional Aids, \*Clinical Diagnosis, \*Computer Assisted Instruction, Diseases, Individualized Instruction, Man Machine Systems, \*Medical Case Histories, \*Medical Education, Medical Schools, Medical Treatment, \*Teaching

Identifiers—Chart Method, \*Respiratory Diseases

A computer-assisted simulation of the "chart method" of teaching has been developed and was used to provide instruction in clinical decision-making in the diagnosis and treatment of pulmonary diseases. The course requires a student to reach and defend a diagnosis and to provide appropriate treatment for each of 10 simulated cases. Evaluation of performance and immediate feedback and correction of errors of commission and omission are an integral part of the course. The course provides a model for development of



## 130 Document Resumes

additional programs in other subject areas. (Author)

**ED 112 825** IR 002 247

Parish, David W.  
State Government Reference Publications: An Annotated Bibliography.  
Pub Date 25 Aug 74  
Note—236p.

Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$11.50)

**Document Not Available from EDRS**

Descriptors—Administrative Agencies, \*Annotated Bibliographies, \*Government Publications, \*Information Sources, \*Reference Materials, Research Tools, \*State Agencies, State Colleges, State Government, State Programs, State Universities

Important and representative documents issued by various state departments, bureaus, and agencies are selected and annotated. Included are those of state supported colleges and universities, agricultural and historical societies, and other administrative entities. Listing is alphabetical, first by state and then by agency and title. Entries include complete bibliographic data, state agency, title, personal author if any, place and date of publication, number of pages, price, a short summary of content, and (often) Library of Congress card number. Appendixes provide a bibliography of reference tools; a list of subject areas, with agencies and likely publication titles for each subject; and a list of agency addresses. There are indexes to subjects, authors, and titles. (SK)

**ED 112 826** IR 002 342

Confessore, Gary J.

A Computer Supported Simulator for Analyzing the Relationships Between Actual and Intended Teaching Behavior.

Pub Date 74

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Behavior Patterns, Computer Oriented Programs, \*Computer Programs, Data Analysis, Interaction, \*Interaction Process Analysis, Laboratory Training, Models, \*Preservice Education, \*Simulators, Student Teaching, \*Teacher Behavior, Teacher Education, Teachers Colleges, Teaching Methods  
Identifiers—City University of New York, Columbia University, CUNY, Teachers College

A series of computer programs designed to provide a dynamic simulator of Joyce and Weil's models of interactive teaching are described. Initially developed and tested at the City University of New York (CUNY), the system is capable of supporting retrospective and predictive analysis of selected kinds and patterns of verbal behavior in a variety of classroom settings. Initial data was gathered from 195 observations of 30 teacher trainees enrolled in the Preservice Childhood Education Program at Teachers College of Columbia University in the fall semester of 1971. In addition to the description of the simulator, its application and its supporting data, a review of the literature and earlier research on teaching behavior are also provided. (DGC)

**ED 112 827** 88 IR 002 360

Ingle, Henry T.

Children's Perceptions of the Computer as an Expert Source of Information. Technical Report No. 44.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SU-SCRD-TR-44

Pub Date Jun 75

Contract—NE-C-00-3-0063

Note—98p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Computer Assisted Instruction, \*Computers, \*Computer Science, \*Credibility, Educational Research, Educational Technology, Elementary Secondary Education, Grade 5, Grade 7, Grade 9, Information Seeking, \*Information Sources, \*Instructional Films, Perception Tests, Perceptual Development, \*Student Attitudes, Testing

To discover children's knowledge about computer operation and programming characteristics and its effect on children's perceptions of computer expertise, pre- and posttests were administered to 292 children from 5th, 7th and 9th grades. Children were randomly assigned to see a

factual film on computers or to a film on another subject. It was hypothesized that increased knowledge about computers would lower student perception of its expertise. Pretests indicated all children, regardless of age level or previous computer-assisted instruction (CAI) experience, held a high regard for computer expertise; posttest indicated that those who viewed the film changed in a direction supporting the hypothesis of the study. Older students perceived the computer as somewhat more expert than did younger ones, and CAI-experienced students more than non-CAI experienced students. It was concluded that social lessons as well as cognitive outcomes were taught by CAI programs. (SK)

**ED 112 828** IR 002 409

Seely, Oliver, Jr. Willis, Van

SOCRATES' Test Retrieval at the California State University And Colleges.

Pub Date Jun 75

Note—5p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsmas, Treasurer, CCUC, 1248 Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00, Checks payable to the University of Iowa)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—College Instruction, Computer Assisted Instruction, Computer Programs, Higher Education, \*Item Banks, Teacher Attitudes, \*Test Construction, Tests  
Identifiers—California State University and Colleges, Computer Based Test Development, \*SOCRATES Test Retrieval System

The SOCRATES Computer Assisted Test Retrieval System is a bank of test questions and answers for 11 subject matter areas. The system has been available since 1974 to faculty and students of the California State University and College System. Both batch-mode and interactive versions are available. Telephone requests for test forms or reproduction masters can be made one day and received by courier the following day. Users with data-links to the central processor may have tests printed locally on a high speed computer. Computerized test retrieval and test scoring should be an important resource to busy teachers, but faculty have been slow to accept computer assisted test construction. (CH)

**ED 112 829** IR 002 410

Ryan, T. A., Jr. And Others

Teaching Statistics with Minitab II.

Pub Date Jun 75

Note—11p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsmas, Treasurer, CCUC, 1248 Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00, Checks payable to the University of Iowa)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—College Instruction, \*Computer Oriented Programs, \*Statistical Analysis, Statistics, Teaching Techniques  
Identifiers—Computer Augmented Statistics Instruction, \*Minitab II

Minitab is a statistical computing system which uses simple language, produces clear output, and keeps track of bookkeeping automatically. Error checking with English diagnostics and inclusion of several default options help to facilitate use of the system by students. Minitab II is an improved and expanded version of the original Minitab which was based on the Omnitab System of the National Bureau of Standards. With the new system students can analyze more extensive and realistic data sets and, as a consequence, can devote more time to the concepts of statistics rather than to calculations. Minitab consists of a worksheet (normally 200 rows by 50 columns) and about 130 free format commands which provide a wide variety of capabilities. The system is in current use not only in academic settings but in industrial environments as well. Minitab is written in machine compatible FORTRAN IV and can be implemented on a variety of computers. Examples of a paired t-test, a data analysis, an illustration of the concept of a limit, a simulation, and a polynomial regression with data transformation are provided to show the ease and flex-

ibility of Minitab II. Output exhibits for these examples are appended. (CH)

**ED 112 830** IR 002 513

Holley, Edward G.

The Magic of Library Administration.

Pub Date May 75

Note—17p.; Paper presented at the Midwest Academic Librarians' Conference (Columbus, Ohio, May 22-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administrative Principles, Administrative Problems, Administrator Responsibility, \*Administrator Role, Administrator Selection, \*Leadership Styles, Librarians, \*Library Administration, Management Development, \*Management Systems, Organizational Change, Speeches, Trend Analysis, \*University Libraries  
Identifiers—Participative Management

We are better prepared today to deal with the problems in library administration, because we not only have the basic work of management theorists, but also staffs who are better educated and more interested in participation. During the last 25 years, there have been two strands in library administration. The older, human relations approach allowed individuals to work in productive cooperation. The scientific approach of the fifties and sixties, on the other hand, emphasized rigid measurement, machines, and statistics. However, the latter approach came to libraries at a time when the management field in general was moving back to the humanistic methods of Douglas McGregor and the motivational psychologists. The newer theories make a major contribution to library administration and provide a framework for considering the complexity of forces which are having an impact on administration of all kinds; the thrust toward greater democratization and the historical tendency of Americans to want strong, even authoritarian, managers. The magic of administration comes in reconciling these contradictory trends through a careful analysis of the needs of one's institution and the leadership styles appropriate to meet them. (Author/SL)

**ED 112 831** IR 002 516

Minier, John J.

An Analysis of Job Satisfaction Among Public, College or University, and Special Librarians.

Pub Date Aug 75

Note—86p.; Ph.D. Dissertation, North Texas State University

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Analysis of Variance, College Libraries, Doctoral Theses, Job Analysis, \*Job Satisfaction, \*Librarians, Library Research, Literature Reviews, \*Organization Size (Groups), Public Libraries, Questionnaires, \*Sex Differences, Special Libraries, Tables (Data), University Libraries  
Identifiers—\*Job Descriptive Index

Usable data relating to six elements of job satisfaction: work, supervision, people, pay, promotion, and total satisfaction, were collected from 190 of a total sample of 310 librarians, chosen by stratified random sampling techniques from library association membership lists. The librarians, both male and female, represented three types of libraries: public, college/university, and special. One purpose of the research was to determine the differences in job satisfaction between the three types of libraries. Additional questions concerned the variations in satisfaction, if any, attributable to sex and/or to size of the library staff and how librarians' scores compared with population norms on two scales of the data collection instrument, the Job Descriptive Index (JDI). JDI scores were tested by means of t-tests and analysis of variance. The conclusions drawn were that: (1) Job satisfaction is partially a function of type of library. (2) Special librarians evidence less job satisfaction due to restricted promotional opportunities and greater work stress. (3) Women are generally happier as librarians than men. (4) Librarians are generally more satisfied than other workers. (5) Staff size has little or no effect on job satisfaction. (Author/SL)

**ED 112 832** IR 002 517

Bikshapathi, Adepu

The World Bank Photo Library. A Report on Classification, Indexing, and Retrieval of Slide Collection; Organization and Circulation of Visual Materials and Matters Relating to Photo Library Administration.

International Bank for Reconstruction and Development, Washington, D.C.

Pub Date Aug 75

Note—128p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Cataloging, Classification, Conceptual Schemes, \*Information Retrieval, International Organizations, Library Automation, Library Circulation, \*Library Collections, \*Library Technical Processes, Microforms, \*Photographs, Slides, \*Special Libraries

Identifiers—\*World Bank Photo Library

The World Bank, a specialized agency of the United Nations, is devoted to promoting the economic development of its member nations. Its photo library, with a collection of nearly 25,000 black-and-white photographs and color slides, serves as a resource center for various activities of the Bank and other organizations. Intended as a background document for decision-making, this report analyzes classification and organization schemes which could be used in this special type of library. A proposed classification, indexing, and retrieval system is presented, with attention given to captioning and computer and micrographic applications. A scheme for storage, filing, organization, and circulation of slides is also outlined. Appendixes include a proposed time frame for the project, a subject heading code, and a list of readings for professional growth. (Author/SL)

ED 112 833

IR 002 518

Larrick, Nancy

Ten Years Later.

Pub Date 30 Jun 75

Note—9p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29-July 5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Administrator Attitudes, Censorship, \*Changing Attitudes, \*Childrens Books, Community Attitudes, Elementary Secondary Education, Illustrations, Librarians, Library Material Selection, \*Multicultural Textbooks, Negro Culture, Negroes, \*Negro Literature, Negro Stereotypes, \*Publishing Industry, Teacher Attitudes, Textbook Bias

Identifiers—ALA 75

The past decade has given us an encouraging number of well-written and appealing children's books which give an authentic picture of the black people in the United States in dramatic text and brilliant illustrations. Indeed, in this period, a whole new sense of realism has come into children's literature which portrays urgent social issues and attacks racial and sexual stereotypes. It is impossible, however, to gauge the exact extent of these trends, since no complete study of children's book publishing has been conducted since 1965. Despite the efforts of many groups, it may be that this flow of newly published interracial books is slowing down. This is one problem, but a more serious one is the apathy with which teachers and, in some cases, librarians treat this whole issue. Many seem to feel that interracial books are only for black children, and they often display an almost total lack of critical sense in recognizing gross stereotypes. Even those teachers who wish to use these books may face constraints from administrators or the community. The greatest issue in the decade ahead is not getting more interracial books from the publishers—important as that is—but convincing all school staff and parents to bring these books to the children. (Author/SL)

ED 112 834

52

IR 002 523

Pool, Jane

An Analysis of Book Selection Processes for Elementary School Libraries. Final Report.

North Texas State Univ., Denton.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-G-076

Pub Date May 72

Grant—OEG-7-9-530076-0136(095)

Note—257p.

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Astronomy, Earth Science, Elementary Education, Elementary School Libraries, Elementary School Science, Grade 4, \*Librarians, Library Acquisition, Library Collections, \*Library Material Selection, Library Research, Literature Reviews, Questionnaires, Rating Scales, \*Science Materials, \*Teacher Participation, \*Textbook Selection

Identifiers—\*Book Selection Aids

A study was made of the book selection procedures and collections in the area of fourth grade science (astronomy and earth science) in 12 elementary schools in two Southwestern school districts. The six schools in District 2 utilized a local buying list in their acquisitions, those in District 1 did not. The hypothesis to be tested was that as selection procedures for elementary school libraries become less centralized and standardized, that is, not under the control of a local buying list, the quality of the collections improves because school librarians and teachers are more actively involved in selection. Through visits to the schools, data were collected using questionnaires and structured interviews with teachers and librarians, socioeconomic and reading achievement data from school records, a comparison of the school's science collection with a standardized list, and acquisition records for the past five years. Results indicated that teachers were not deeply involved in the selection process. The local buying list and exhibits seemed to create more interest in selection. Despite different selection procedures, the science collections in District 1 and District 2 were not appreciably different. (Author/SL)

ED 112 835

IR 002 524

Piternick, George

Book Storage in Academic Libraries. A Report Submitted to the Council on Library Resources.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 74

Note—20p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Problems, Higher Education, Library Administration, \*Library Collections, Library Expenditures, \*Library Facilities, Library Planning, Library Surveys, Policy Formation, \*State of the Art Reviews, \*Storage, \*University Libraries

Identifiers—Weeding

A study was made to determine the present state of book storage in large North American academic libraries. A letter was sent to every academic library in the Association of Research Libraries (ARL) to inquire if they engaged in book storage. From the 35 which answered affirmatively, 15 were selected for visitation: the libraries of the universities: California at Berkeley, Chicago, Connecticut, Cornell, Harvard, Kansas, Michigan, Minnesota, Princeton, Purdue, Rice, Texas, Tulane, Wayne State, and Yale. Results indicated that book storage is viewed with distaste, because it inhibits free access to materials and because the costs of weeding, changing library records, and maintaining a storage facility mask its economic advantages. Two alternatives may be available: the conversion of library materials to a less bulky form or the reduction of individual collections through increased interlibrary cooperation. Although review of the policies and practices of the 15 libraries revealed no firm guidelines for book storage, general suggestions were made for the size, location, and design of a storage facility; record keeping; weeding policies; and retrieval for patrons. (SL)

ED 112 836

IR 002 529

Kovac, Roberta J. Pollack, Michael A.

Simulation/Gaming in Teacher Education: An Annotated Bibliography of Selected Sources for Use in the Development of Teacher Training Programs.

Indiana Univ., Bloomington. School of Education. Center for Invention and Development.

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Annotated Bibliographies, Classroom Materials, \*Educational Games, Higher Education, \*Simulation, \*Teacher Education, Teachers, \*Teaching Experience

Identifiers—Center for Invention and Development

The Center for Invention and Development has compiled an annotated bibliography which identifies sources and sets parameters in the use of games and simulation in the classroom. The introduction attempts to clarify the difference between simulation and gaming and the relative position of each in teacher education. There are 134 items which cover general references, six journals and newsletters, and 23 simulations and

games. Most items have been published or developed since 1960. The source of a large percentage of the references are documents from Resources in Education (RIE) and Current Index to Journals in Education (CIJE). (Author/DS)

ED 112 837

IR 002 531

Morgan, Robert P.

Application of Communications Satellites to Educational Development. Final Technical Report, September 1, 1969-August 31, 1975.

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date 31 Aug 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Bibliographies, \*Communication Satellites, \*Delivery Systems, Educational Development, Educational Research, \*Educational Technology, Information Dissemination, Media Technology, Research Reviews (Publications), Telecommunication

Research is summarized in a brief final report built around a four-section bibliography. The first section lists periodic progress reports and articles which provide an overview of the program, including articles which pertain primarily to educational utilization. Theses carried out in the fields of electrical engineering, computer science, economics, and technology and human affairs comprise the second section, while the third part lists chronologically the CDT memoranda released in connection with the grant program. The final section contains technical articles. (SK)

ED 112 838

IR 002 533

Rothenberg, Donna

Continuing Professional Education: Status, Trends, and Issues Related to Electronic Delivery.

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—WU-CG-75-5

Pub Date Aug 75

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Closed Circuit Television, Communication Satellites, Cost Effectiveness, Data Bases, \*Delivery Systems, Educational Technology, Educational Television, Electronic Equipment, Engineering Education, \*Extension Education, Information Networks, Inservice Education, Law Instruction, Medical Education, \*Professional Continuing Education, \*Professional Education, Resource Allocations, \*State of the Art Reviews, Teacher Education, \*Telecommunication, University Extension

Identifiers—Alaska, Appalachia, ATS 6, Pacific Northwest, Rocky Mountain Region

Continuing professional education for teachers, doctors, lawyers, and engineers is examined in terms of its potential for large-scale electronic technology. For each profession, a profile is provided, and current continuing education programs and use of electronics in each field are described. These include satellite projects, in-house and closed circuit television, telecommunication, and computer networks and data bases for research. The findings indicate that the use of electronic technology in professional continuing education will be continued, and probably expanded. (SK/LS)

ED 112 839

IR 002 534

Morley, Robert E., Jr. Eastwood, Lester F., Jr. Alternative Communication Network Designs for an Operational Plato IV CAI System.

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—WU-CDTCG-R(T)-75-3

Pub Date Aug 75

Note—127p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Broadcast Industry, Communication Satellites, \*Comparative Analysis, \*Computer Assisted Instruction, Cost Effectiveness, \*Delivery Systems, Design, \*Educational Technology, Elementary Secondary Education,

\*Facility Planning, Information Systems, Microwave Relay Systems, Networks, Radio Technology, Telecommunication, Telephone Communication Systems

Identifiers—\*Plato IV

Alternative communication networks for the dissemination of PLATO IV computer aided instruction were designed and comparative cost estimates were made for leased telephone lines, satellite communications, UHF TV, and low-power microwave radio. Costs per student contact hour were computed on the basis of student population density in public schools for a given market area. Analysis indicated that radio distribution techniques were cost optimum over a wide range of conditions. (Author/SK)

ED 112 840 IR 002 540

Brahan, J. W., Colpitts, B. A.

**NATAL-74; Towards a Common Programming Language for CAL.**

National Research Council of Canada, Ottawa (Ontario).

Pub Date Aug 75

Note—11p; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Meeting (Portland, Maine, August 5-7, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Computer Assisted Instruction, \*Computer Programs, Curriculum Design, Program Descriptions, \*Programming Languages

Identifiers—CAL Programming Languages, Canada, \*NATAL 74

NATAL-74 is a programming language designed for Canadian computer aided learning (CAL) programs. The language has two fundamental elements: the UNIT provides the interface between the student and the subject matter, and the PROCEDURE element embodies teaching strategy. Desirable features of several programming languages have been adapted to cope with a wide range of display equipment. A variety of computational capabilities, including a calculator mode, provide flexibility in use and response processing. A major goal of NATAL-74 is to provide an effective means to exchange courseware programs. The implementation phase has initially used the DEC-10 computer, but is working toward a high level of machine independence. Cooperation and continuing dialog between CAL users, vendors and researchers is necessary to achieve a meaningful standard for a CAL Language. (CH)

ED 112 841 IR 002 541

Gropper, George L.

**Diagnosis and Revision in the Development of Instructional Materials.**

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date Sep 75

Note—211p.

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$12.95)

Document Not Available from EDRS

Descriptors—Academic Failure, Criterion Referenced Tests, Educational Assessment, \*Educational Diagnosis, Educational Programs, \*Instructional Design, \*Instructional Materials, Learning Difficulties, \*Learning Processes, \*Material Development, Program Evaluation, State of the Art Reviews, Task Performance

Identifiers—\*Revision Processes

Methods of tryout and revision in development of instructional materials are identified and explained. Both "front-end" and "rear-end" analyses are included. Ways of anticipating potential student failures—identified as test failures, program task failures and learning failures—are discussed, with specific areas of possible breakdown illustrated. Likewise, the characteristics of inadequately designed individual program tasks, transitions between tasks, and cumulative learning experiences are delineated. Tools used in post-development diagnosis are described, and illustrations are given of diagnostic results which can be linked to specific student learning failures and specific program design failures. Revision techniques are listed for each variety of failure, along with priorities for implementation which can make the process efficient as well as effective. (SK)

ED 112 842 IR 002 542

Jackson, Donald A. And Others

**How to Establish a Behavior Observation System.**

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date Sep 75

Note—105p.

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$9.95)

Document Not Available from EDRS

Descriptors—Autoinstructional Aids, \*Behavior Patterns, \*Behavior Rating Scales, \*Data Collection, Guides, \*Measurement Techniques, \*Observation, Recordkeeping, Records (Forms), Research Methodology, Sampling, Statistical Studies, Testing

Identifiers—\*Behavior Observation Systems

A self-instructional book covers ten steps toward development of a behavior observation system. Units describe how to interpret graphs, convert information from table to graph form, put collected data into a table, compute the reliability of observational data, make observations with four recording methods, construct an observational system, choose the proper recording method, develop a complete observational system, make an operational definition of a behavior, and develop a complete observational system including the behavior. The four recording methods of interval, instantaneous time sampling, duration and tally method are explained, with instructions of how to determine when to use each. A reading list is appended, along with a pre- and posttest questionnaire. (SK)

ED 112 843 IR 002 547

Hutcherson, Donna, Ed.

**Proceedings of the Computer Users Conference (East Texas State University, Commerce, Texas, March 13, 1975).**

East Texas State Univ., Commerce.

Pub Date 13 Mar 75

Note—100p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Computer Programs, \*Computers, Computer Science Education, \*Conference Reports, Data Collection, \*Electronic Data Processing, Information Systems, Input Output Devices, Management, On Line Systems, Personnel Management, Professional Training

Identifiers—\*Computer Users, Data Base Management

This report from the first Computer Users Conference is organized around the four panel discussion topics: data collection, data preparation and presentation, data base management, and overall management of hardware, software, people and data. On each panel were two industrial data processing experts who presented papers for discussion. These papers are included in the report. Discussions of the papers by the industry representatives, an academic chairman for the panel and two academic data processors were transcribed and edited for inclusion in the report. The overall aim of the report is to share information, techniques, and needs between the computer industry and the academic computer science community. (CH)

ED 112 844 IR 002 550

Wible, Darrell E.

**The Indiana Report: What 320 Broadcasters Think About Radio and TV Academic Programs in Higher Education.**

Ball State Univ., Muncie, Ind. Center for Radio and Television.

Pub Date 75

Note—60p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Academic Education, Attitudes, \*Broadcast Industry, College Graduates, College Programs, Curriculum Development, Higher Education, Mass Media, Media Research, Media Specialists, Programming (Broadcast), Radio, \*Surveys, Television

Identifiers—Ball State University, Center for Radio and Television, \*Indiana Broadcasters Association

A survey was conducted of 70 Indiana radio and television station managers and 250 college-educated employees of their choosing to assess views on quality of academic programs in radio and television. Questionnaires were distributed and personal visits made to more than 50 stations. Questions and responses were grouped under three headings: Part I covers personal data on respondents, including years and range of experience, beginning salary, college majors and minors, age at which management status was at-

tained and a personal choice of "favorite" position. Part 2 deals with opinions and attitudes about college-educated employees, characteristics of radio-TV staff, how employees are recruited and replaced, and recommendations for curriculum content and for improving graduates of academic programs. Part 3 summarizes questionnaire response, including apparent influence on careers of college education, specific broadcasting courses, college placement services, radio-TV departments and professors and college broadcast facilities. Respondents were also asked to rank the emphasis placed on critical areas by their college programs, and to suggest different emphasis based on their experience. (SK)

ED 112 845 IR 002 551

Potter, Norman R. And Others

**A Procedure for Quantification of Technological Changes on Human Resources.**

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-33

Pub Date Jun 75

Note—93p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Behavioral Science Research, Decision Making, Design Preferences, Evaluation Criteria, Evaluation Methods, \*Human Resources, Man Machine Systems, Measurement Techniques, \*Prediction, Problem Solving, \*Psychological Evaluation, \*Technological Advancement, Testing

Identifiers—\*Design Option Decision Trees

To assist the human factor psychologist in predicting the human resources requirements based on the introduction of a new technology, a study was conducted to locate and apply an existing method, or to develop a new procedure for quantifying the effects of incoming technology. Five steps were taken: search and critical analysis of recent literature; development of Design Option Decision Trees (DODT) describing two Air Force systems; synthesis of existing techniques to develop a procedure; and evaluation of the procedure's feasibility. A methodological procedure integrating the DODT with a modification of the method of summated ratings was developed as a feasible approach for measuring the effects of advances of technology. (SK)

ED 112 846 24 IR 002 554

**Progress Report 2: Individually Prescribed Instruction.**

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2867

Pub Date Mar 71

Contract—OEC-1-7-062867-3053

Note—103p.; For a related document see ED 036 147

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Abstracts, Educational Development, Educational Research, Formative Evaluation, \*Individualized Instruction, \*Individualized Programs, Literature Reviews, \*State of the Art Reviews, Summative Evaluation, \*Teaching Methods

Identifiers—\*Individually Prescribed Instruction, IPI

An earlier report on the progress of Individually Prescribed Instruction (IPI) is brought up to date with summaries of known materials dealing with several aspects of IPI. Part 1 of the report provides a general description and findings of IPI to date. Part 2 provides specific subject description and reviews in abstract format and formative and summative studies. Part 3 presents a comprehensive annotated bibliography. (SK)

ED 112 847 88 IR 002 555

Malin, Larry J.

**The Effect of Individualized Instruction on Selected Cognitive and Affective Measures.**

Project Individualized Instruction, Patchogue, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Grant—OEG-NYSED-24185

Note—30p.; Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.



**Descriptors**—\*Educational Research, Elementary School Students, \*Individualized Instruction, Learning, Teachers, \*Testing  
**Identifiers**—Affective Triad Scale, Elementary Secondary Education Act Title III, ESEA Title III, Individualized Instruction Scale

The effect of individualized instruction programs on academic achievement and selected school related attitudes of elementary school children was studied. It was hypothesized that students in individualized programs would have significantly higher achievement scores, more positive attitudes toward school and self, greater self-direction, and assume greater responsibility than their peers in other programs. The findings were: (1) significant differences were not found in achievement scores that could be attributed to different levels of individualization; (2) students in the individualized groups had significantly higher self-direction scores; (3) students with higher measured IQ scores had more positive attitudes toward school and self; and (4) responsibility for academic achievement for the fourth grade sample seemed to be more a function of intelligence than any other single factor. The Individualized Instruction Scale and Affective Triad Scale is appended. (Author)

**ED 112 848** 88 IR 002 556  
 MacDonnell, Cindy And Others  
 Affective Triad Scale.  
 Project Individualized Instruction, Patchogue, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75  
 Grant—OEG-NYSED-24185

Note—8p.; Not available in hard copy due to poor reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Affective Behavior, Elementary Education, Elementary School Students, Individual Development, Individualized Instruction, Measurement Instruments, \*Measurement Techniques, Rating Scales, \*Self Actualization, \*Self Concept Tests, \*Student Attitudes

**Identifiers**—\*Affective Triad Scale, Elementary Secondary Education Act Title III, ESEA Title III

The Affective Triad Scale, organized around a concept of individualized instruction measuring elementary school pupil self-direction and positive attitudes toward self and school, is described and explained. ATS is defined not as an attempt to diagnose student difficulties but to obtain simple indicative measures of behavior. Administration of the project is explained along with scoring and interpretation. A scoring key is included, along with the self-report instrument itself. (SK)

**ED 112 849** 88 IR 002 557  
 Individualized Instruction Scale and User's Guide.  
 Final Revision.

Project Individualized Instruction, Patchogue, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75  
 Grant—OEG-NYSED-24185

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Educational Research, Guides, \*Individualized Instruction, Learning, Program Evaluation, Teachers

**Identifiers**—Individualization Instruction Scale (II Scale)

A structured observation-interview procedure to gather data on programs of individualization was developed. The procedure assessed the degree to which a particular program is individualized. Individualized instruction was defined as a method in which instructional practices are adapted to the requirements of each learner. The report describes the scale (called Individualized Instruction Scale), how to administer the Scale, how to use the Scale in a self-administered form and using an outside evaluator, and how the Scale was developed. The Scale is appended. (DS)

**ED 112 850** 88 IR 002 558  
 Hsu, T. And Others

The Design and Implementation of an On-Line Information System to Facilitate the Management of Individualized Instruction.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date Mar 75

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Computer Science, Data Bases, Educational Technology, Elementary Education, \*Individualized Instruction, Information Retrieval, \*Information Systems, Management Systems, \*On Line Systems, Program Design, \*Student Records, Technological Advancement, Time Sharing

**Identifiers**—Program Implementation, \*QUERY

An on-line information system was designed and implemented in an elementary school using a time-sharing DEC-15 computer system to facilitate the management of individualized instruction. The system stores students' background information, test data, and instructional tasks. Teachers and researchers were able to retrieve desired data using either the standardized reports or the flexible QUERY program. The paper emphasizes how the data base structure contributes to retrieval speed and output format flexibility, and how the organization of the system facilitates data base updating and student data utilization for monitoring student programs. (Author/SK)

**ED 112 851** IR 002 559  
 Wisconsin Library Service Record, 1974.

Wisconsin State Dept. of Public Instruction, Madison, Div. of Library Services.

Pub Date Aug 75

Note—119p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Annual Reports, Bookmobiles, College Libraries, Directories, Interlibrary Loans, Library Associations, Library Collections, Library Cooperation, Library Education, Library Networks, Library Services, Public Libraries, Regional Libraries, School Districts, School Libraries, Special Libraries, \*State Libraries, \*State Programs, Statistical Data, University Libraries

**Identifiers**—\*Wisconsin

In a record of library activities in Wisconsin in 1974, the activities of the Division for Library Services are described along with the Wisconsin Library Network and the state and regional library networks, services, and resources. Lists of library and media organizations and education programs are followed by a directory of academic, public, school, and special libraries and school districts, by county. For academic libraries, statistics, a state summary, and a directory are given. A state summary, statistics, and a directory are provided for public libraries along with a state summary of mobile information services and a description of public library systems. A directory and statistics are provided for special libraries as well. (LS)

**ED 112 852** IR 002 560  
 Berry, Dorothea M.

A Bibliographic Guide to Educational Research.

Pub Date 75

Note—150p.

Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840 (\$6.00)

**Document Not Available from EDRS**

**Descriptors**—\*Annotated Bibliographies, Audiovisual Aids, Bibliographies, Catalogs, Childrens Literature, Computer Assisted Instruction, Education, \*Educational Research, \*Educational Resources, Guides, Library Materials, Programmed Materials, Reference Books, Reference Materials, Research Methodology, Technical Writing, Textbooks

Access to all kinds of materials useful to educational researchers is provided by this guide. There is an explanation of the library card catalog, followed by an annotated bibliography which includes books, periodicals, indexes, directories, abstracts, reviews, theses, dissertations, research studies, government publications, pamphlets, encyclopedias, dictionaries, handbooks, statistical sources, annuals, directories, biographical sources, and school law. Special types of materials are also covered, including children's literature, textbooks, tests, audiovisual materials, programed materials, and computer

assisted instruction. There is also a section on the methodology, form, and style of the research paper. Author, title, and subject indexes are provided. (LS)

**ED 112 853** 52 IR 002 562  
 Report on the Leadership Training Institute (LTI) and Leadership in Library Education (LLEI).

Florida State Univ., Tallahassee. School of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—93p.; Report period July 1, 1974 through June 30, 1975

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Annual Reports, Higher Education, \*Institutes (Training Programs), \*Leadership Training, \*Library Education, Management Development, Meetings, Professional Continuing Education, Program Evaluation, Workshops  
**Identifiers**—Leadership in Library Education, \*Leadership Training Institute, REFORMA

A report on the Leadership Training Institute (LTI) and its successor, the Leadership in Library Education Institute (LLEI), reviews 1974-75 new and continuing activities and provides an assessment of program-activity patterns for the last three years. Activities reported include site visits to training institutes; special meetings of administrators, directors, or evaluators; production of monographs, filmstrips, and training guides; support of REFORMA, a national organization of Spanish-speaking librarians; and support for the production of visual materials. Extensive appendices contain lists of meetings, site visit reports, a list of LTI/LLEI productions, information on workshops and special projects, activity reports, and an outside evaluator's report. (LS)

**ED 112 854** IR 002 563  
 Strother, Jeanne D.

An Investigation of the Relationship of Faculty Knowledge and Use of Current Reference and Para-Reference Books Especially Pertinent to Their Fields.

Ball State Univ., Muncie, Ind. Dept. of Library Science.

Pub Date Aug 75

Note—144p.; Master's Thesis, Ball State University

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*College Faculty, Information Needs, Library Research, Library Surveys, Masters Theses, Professors, Questionnaires, \*Reference Books, Speech, State Universities, Theater Arts, \*University Libraries, \*Use Studies

**Identifiers**—Current Awareness

A questionnaire designed to investigate faculty use and awareness of current reference works was administered to the Department of Speech at Ball State University, Muncie, Indiana. The first part was a checklist of older, established, or on-going reference works in the areas of speech, speech pathology, audiology, and theater. The second part asked the faculty members (1) to indicate their use and knowledge of listed current reference works, and (2) to answer questions about their needs, attitudes, and habits in regard to current reference materials. Results indicated that a considerable portion of reference literature has escaped the attention and use of the faculty members, that the faculty tended to use older, better known materials, and that the reason for low use of recent materials was a lack of knowledge that they existed. The situation could be improved if librarians would make greater efforts to provide faculty with information about new reference books. (LS)

**ED 112 855** IR 002 564  
 Public Use of Public Channels: Opportunities in Cable Telecommunications. First Report to the General Assembly.

Connecticut State Commission on the Educational and Informational Uses of Cable Telecommunications, Hartford.

Pub Date 15 Feb 75

Note—96p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Cable Television, Educational Planning, \*Educational Television, Information Needs, Information Networks, Information Sources, Instructional Media, Interagency Coordination, \*Media Research, Public Policy, State Legislation, State Licensing Boards, State

Programs, Statewide Planning, \*Telecommunication, Utilities

Identifiers—Community Access, \*Connecticut  
For the benefit of the Connecticut General Assembly, a first report is submitted on the importance, development and future uses of cable telecommunications for educational and informational purposes. Current status of cable television in the state's 169 towns is described, along with names of licensees and progress in construction; membership on local advisory councils as required by the State Public Utilities Commission also is listed. Developments and possibilities in public information, schools, libraries, the government channel, higher education, health and social sciences, and interstate cooperation are summarized. Recommendations for telecommunications policy as requested by the Assembly are promised in a further report. (SK)

ED 112 856 IR 002 565

Kazlauskas, Edward John  
Flowcharting for Libraries: A Programmed Text.  
Pub Date 75  
Note—82p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage  
Descriptors—Flow Charts, Higher Education, Library Automation, \*Library Education, \*Programmed Texts, Programmed Units

A programmed text designed to teach library students basic manual flowcharting techniques is presented. A statement of behavioral objectives indicates that the text will teach the student to: define the process of flowcharting, list its uses and distinguish between programming and systems flowcharts; specify flowchart input and output; analyze the task, write it up, and deal with it as a process or a decision; translate the process into terms and construct a flowchart using symbols on a template; check routines; find errors; and translate a narrative description into correct flowcharting format. The text was validated by pre- and posttesting groups of students with the text and in traditional classroom instruction. The text is followed by a test which evaluates knowledge gained from the programed unit. (LS)

ED 112 857 IR 002 566

Millham, Charles B.  
A Simulation Model and Data for Library Planning.

Washington State Library, Olympia. Library Development Div.  
Pub Date 10 Jun 75  
Note—91p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage  
Descriptors—Bookmobiles, Computer Oriented Programs, \*Cost Effectiveness, Delivery Systems, Flow Charts, Futures (of Society), Library Collections, Library Expenditures, Library Facilities, \*Library Planning, Models, Public Libraries, Rural Areas, \*Simulation, State Libraries, Statewide Planning  
Identifiers—Mail Order Book Delivery, Washington

The Library Development Division of the Washington State Library and the Library Futures Planning Task Force developed cost data and a computer simulation model in order to construct a series of alternatives for extending library services to areas of the state now unserved. User needs were assessed, and cost data were developed for mail-order delivery, bookmobiles, and new library facilities. A flow chart of the simulation model was constructed, and the sensitivity of the results of the simulation to changes in data were analyzed. Specific cost data is included for facilities, bookmobiles, maintenance, collections, and staffing. (Author/LS)

ED 112 858 IR 002 567

Veit, Fritz  
The Community College Library.

Pub Date Aug 75  
Note—221p.; Contributions in Librarianship and Information Science, Number 14  
Available from—Greenwood Press, 51 Riverside Avenue, Westport, Connecticut 06880 (\$13.95)

Document Not Available from EDRS

Descriptors—\*College Libraries, \*Community Colleges, Computer Oriented Programs, Educational Innovation, Facility Planning, Instructional Innovation, \*Instructional Materials Centers, Instructional Media, Interlibrary Loans, \*Junior College Libraries, Junior Colleges, Library Administration, Library Cooperation,

Library Equipment, Library Facilities, Library Materials, Library Services, Library Standards, Microforms, Open Education, Personnel

A study of the learning resources programs of public two year colleges provides a history and overview of the community college itself, followed by discussions of specific aspects of the library or learning resource center. These discussions cover personnel, administrative organization, technical services, materials and equipment, microforms, user services, cooperation and inter-library loans, services to those outside the college, standards and guidelines, and facility planning. There is also a chapter which considers the impact of new developments, such as the library college, open education, and educational techniques using the new media and computers. Several sample organization charts and floor plans are provided. (LS)

ED 112 859 IR 002 568

Grosch, Audrey N.  
Current and Retrospective Sources of Machine Readable Monograph Cataloging Records: A Study of Their Potential Cost and Utility in Automated System Development at the University of Minnesota. Revised Edition.

Minnesota Univ., Minneapolis. Univ. Libraries.  
Pub Date Aug 75

Note—58p.; Special Report Number 1a; for a related document see ED 107 280

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Cataloging, \*Catalogs, Computers, Cost Effectiveness, Data Processing, Feasibility Studies, \*Information Storage, Library Automation, Library Technical Processes, \*On Line Systems, University Libraries

Identifiers—\*Machine Readable Cataloging, MARC II, Minicomputers, Minnesota (Twin Cities), University of Minnesota

A discussion of alternatives and costs for building monographic bibliographic files for an on-line management system using minicomputers at the University of Minnesota Libraries, Twin Cities Campus, considers secondary and primary sources of MARC II records, including BLACKWELL-North America, Information Dynamics Corporation BIBNET and Ohio College Library Center as potential sources of both retrospective and current MARC II records. Methods of partial retrospective conversion and the cost of using other bibliographic files in machine readable form are also examined. In-house conversion costs for an on-line minicomputer system are presented as derived on the system installed in the University's Bio-Medical Library. The findings presented indicate that (1) building and storing at least a partial MARC II file on-line, with the remainder on removable disc packs, would cost less than telecommunication from other sources, and (2) in-house retrospective conversion directly from catalog cards using the on-line minicomputer system would be less costly than using outside sources. (Author/LS)

ED 112 860 IR 002 569

Kemp, Jerrold E.  
Planning and Producing Audiovisual Materials. Third Edition.

Pub Date 75  
Note—320p.  
Available from—Thomas Y. Crowell, 666 Fifth Avenue, New York, New York 10019 (\$11.50)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, \*Audiovisual Instruction, Curriculum Planning, Educational Planning, \*Educational Technology, Film Production, \*Instructional Design, Instructional Materials, \*Instructional Media, \*Manuals, Material Development, Multimedia Instruction, Phonotape Recordings, Production Techniques, Study Guides, Television

A revised edition of this handbook provides illustrated, step-by-step explanations of how to plan and produce audiovisual materials. Included are sections on the fundamental skills—photography, graphics and recording sound—followed by individual sections on photographic print series, slide series, filmstrips, tape recordings, overhead transparencies, motion pictures, television and display materials, and multi image/multi media. An introductory section provides background and theory and summarizes research in audiovisual design. Step-by-step methods of planning and scheduling also are covered. (SK)

ED 112 861 IR 002 570

Friend, Jamesine

Spans Students Write. Technical Report No. 257.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—SU-IMSS-TR-257

Pub Date 25 Jul 75

Note—281p.; Psychology and Education Series

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—College Students, \*Computer Assisted Instruction, \*Computer Programs, \*Computer Science Education, Educational Assessment, Educational Programs, Educational Technology, Higher Education, \*Problem Solving, Programming, Statistical Data, \*Student Developed Materials, Teaching Techniques, \*Tutorial Programs

To explore the problem of designing an automated system for instruction in programming, and to study the problem-solving behavior of students, computer programs written by 40 college students as part of a CAI course in Algebraic Interpretive Dialogue were analyzed. The self-contained course consisted of 50 tutorial lessons; the analysis covers programs written as solutions to 25 programming problems, including 747 problems containing 7,063 commands. The distribution of data over problems and over students is discussed, along with problem difficulty and diversity of student solutions. (Author/SK)

ED 112 862 IR 002 571

Cook, Thomas D. And Others

"Sesame Street" Revisited.

Spons Agency—Russell Sage Foundation, New York, N.Y.

Pub Date 25 Sep 75

Note—410p.; Continuities in Evaluation Research Available from—Russell Sage Foundation, 230 Park Avenue, New York, New York 10017 (\$15.00)

Document Not Available from EDRS

Descriptors—Academic Achievement, \*Economically Disadvantaged, Educational Assessment, Educational Research, \*Educational Television, \*Evaluation, Parent Child Relationship, \*Parent Influence, Parent Participation, \*Preschool Children, Preschool Education, Preschool Learning, Preschool Programs, Testing

Identifiers—Educational Testing Service, \*Sesame Street

On the basis of a reevaluation of earlier data, doubts are raised about how much economically-disadvantaged children have learned from the educational television series, Sesame Street, and whether the program is widening the gap that separates the academic achievement of disadvantaged pre-schoolers from that of their more affluent counterparts. Included were analyses of the Educational Testing Service research on six-months' viewing of Sesame Street, and studies conducted by Louis Harris, Daniel Yankelovich and others. Indications were that learning increased as a result of viewing when an active encouragement-to-view campaign was conducted, but that gains could not be shown without the campaign; that disadvantaged parents tended to read less to habitual viewers; and that viewing was positively correlated with indices of parental income and education. Acknowledging that the research used was not specifically designed to compare learning gains or possible achievements, the authors recommend that research be commissioned directly to explore those points. (SK)

ED 112 863 IR 002 572

Belland, John C.

1984 Is Only Nine Years Away; Will School Media Programs Humanize or Dehumanize Schooling?

Maryland State Dept. of Education, Baltimore.

Pub Date 9 Apr 75

Note—11p.; Paper presented at the Educational Technology Fair (Baltimore, Maryland, April 9, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Curriculum, Elementary Secondary Education, Fused Curriculum, \*Futures (of Society), Instructional Materials Centers, \*Instructional Media, Instructional Technology,

Library Services, \*Media Specialists, Multimedia Instruction, \*School Libraries, Speeches, Teaching Methods

A media program should be developed and integrated into the curriculum at the same rate as print material. Because media are a useful educational aid and should be an extension of the curriculum, the instructional specialist of the future will be a media specialist who can coordinate curriculum and media and also design instructional methods tailored to the student. If the school media center is to fulfill its future goal, all forms of media should effectively merge with the curriculum and the instructional system for the benefit of the learner. Future learning centers should be designed for the retrieval of materials rather than storage, and for the convenience of the patron rather than the staff. Provision for student self expression in production of media materials will be a facet of the future media center. (DS)

**ED 112 864** IR 002 573  
**Training Policies for Computer Manpower and Users. OECD Informatics Studies 9.**  
 Organisation for Economic Co-operation and Development, Paris (France).  
 Pub Date 75  
 Note—163p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$6.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage. HC Not Available from EDRS.**

Descriptors—Computer Oriented Programs, Computer Science, \*Computer Science Education, \*Conference Reports, Data Processing, Educational Needs, Management Education, Professional Continuing Education, Professional Training, Programming, Seminars, Social Influences, \*Training Objectives

Identifiers—Japan

This document contains twelve reports which were presented at the Seminar on Training Policies for Computer Manpower and Users held in Paris, May 1973. The seminar was sponsored by the Computer Utilization Group of the new Organization for Economic Co-operation and Development (OECD). Reports were submitted on the following topics: characteristics and general trends in informatics, the quality of future computer specialists' education, responsibility for training in information processing, training for management, philosophy and contents of training for computing, computer science in secondary education, costs and technical facilities for training, career profiles in EDP, recurrent and permanent education and training, impact on social structures of computer science training in education systems and a demand forecast survey of information processing engineers in Japan. A statement of conclusion and recommendation concerning training policies was drafted in early 1974 by experts in the field and is included, in this document. An appendix lists names and addresses of delegates, experts, and observers attending the seminar. (CH)

**ED 112 865** IR 002 574  
 Mayer, Richard E.  
**Instructional Variables in Computer Programming. Indiana Mathematical Psychology Program. Final Report.**

Indiana Univ., Bloomington. Dept. of Psychology. Spons. Agency—National Science Foundation, Washington, D.C. Office of Experimental Projects and Programs.

Pub Date 31 Aug 75

Note—65p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*College Students, Computer Assisted Instruction, \*Computer Science Education, Higher Education, Instructional Media, \*Learning Characteristics, \*Programming, Research Projects, Teaching Methods

Identifiers—Aptitude Treatment Interaction, Instructional Variables, Model Learning, Practice, Rule Learning

The final report of this study describes the objectives and plan of attack used for determining how novice students learn to interact with a computer and how instruction can result in meaningful learning. Changes to the original plans and significant outcomes are mentioned. The final report concludes with abstracts of research findings on the effects of models, the effects of practice questions and aptitude effects of program

representations, and effects of computational vs. meaningful practice in programmed instruction. A list of papers published and delivered under this study is provided. "Instructional Variables in Meaningful Learning of Computer Programming," a paper from the study, is appended to the final report. Additional appendix contains the text of the model and rule booklets, typical practice and test questions and a pretest used in the study. (CH)

**ED 112 866** IR 002 575  
**Model Personnel Policy for Ohio Academic Libraries and Public Libraries; Personnel Guidelines for Governmental Libraries, School Library Media Centers, Special Libraries.**  
 Ohio Library Foundation, Columbus.

Pub Date 75

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Administrator Guides, Employer Employee Relationship, Government Libraries, Instructional Materials Centers, Job Tenure, \*Librarians, Library Standards, Personnel Evaluation, Personnel Needs, \*Personnel Policy, Personnel Selection, \*Public Libraries, School Libraries, Special Libraries, Staff Role, \*Staff Utilization, \*University Libraries, Work Environment

A guide which any library may use to achieve its own statement of personnel policy presents policy models which suggest rules and regulations to be used to supervise the staffs of public and academic libraries. These policies cover: (1) appointments; (2) classification of positions; (3) faculty and staff development; (4) performance evaluations; (5) promotions, transfer, demotions, tenure; (6) separation from service; (7) employee relations; (8) working conditions; and (9) welfare and economic conditions. Personnel guidelines for working conditions and welfare and economic benefits are outlined for school media centers, special libraries, and government libraries. Sample grievance procedures are appended, along with a policy statement from the American Library Association on security of employment in libraries. (Author/DS)

**ED 112 867** IR 002 576  
 Dunlap, Connie R.  
**Library Service to the Graduate Community.**

Pub Date 1 Jul 75

Note—16p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29 through July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Graduate Students, Higher Education, Information Dissemination, \*Information Needs, \*Library Collections, Library Instruction, Library Materials, Library Programs, \*Library Reference Services, Speeches, \*University Libraries

Identifiers—ALA 75

Because of the emphasis placed upon selection of materials for the undergraduate in the last two decades, the library needs of graduate students have not been given adequate attention. Due to research and specialized methods of teaching, graduate students search for a broad range of material instead of using reading lists and course reserves. In the future, a lack of funds will require that libraries cooperate and seek additional methods to provide the graduate student with information and instruction in the use of the library. Automated information systems, media programs, the publication of library guides, and bibliographic instruction could be added to traditional library services for the benefit of graduate students. (Author/DS)

**ED 112 868** IR 002 577  
 Wells, Dorothy P.  
**Vertical File Usage: A Comparative Study.**  
 Ball State Univ., Muncie, Ind. Dept. of Library Science.

Pub Date 75

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Information Needs, \*Information Sources, Library Circulation, \*Library Collections, Library Materials, Library Services, \*Library Surveys, \*Pamphlets, Questionnaires, University Libraries, \*Use Studies

Identifiers—\*Vertical Files

Since recorded usage of vertical files in a university library does not always indicate actual

needs of patrons, a study was conducted on the use of a collection of 20,000 pamphlets over a three-year period (1972-75). Data were collected from circulation records and from a questionnaire circulated with each pamphlet. Three subject areas had the highest circulation figures: drug abuse, venereal disease, and cruelty to children. A positive response was received concerning the retention of the vertical file. (DS)

**ED 112 869** 88 IR 002 579  
 Spuck, Dennis W. And Others

**Computer Management of Individualized Instruction.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75

Contract—NE-C-003-0-0065

Note—45p.; Theoretical Paper Number 55

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Computer Assisted Instruction, Computer Programs, Educational Development, Educational Innovation, Educational Technology, \*Individualized Instruction, Information Processing, Instructional Design, \*Instructional Systems, \*Management Systems, Models, \*State of the Art Reviews, Teaching Methods

Identifiers—Computer Managed Instruction,

\*Wisconsin System for Instructional Management, WIS-SIM

For the benefit of administrators and instructors, individualized instruction and the role of computers in managing it are outlined. Structural components of individualized instructional programs are identified, and the process of individualized instruction is described. A review of major computer-managed instructional (CMI) systems is provided, with the findings of the systems summarized. The Wisconsin System for Instructional Management (WIS-SIM) Model is then described in detail, including the instructional cycle, the use of individual student records, testing and test scoring, performance profiling, specifying performance expectations, diagnosing and identifying instructional needs, guiding the instructional process, and selecting appropriate educational experiences and settings. (SK)

**ED 112 870** 95 IR 002 580  
**Review of the Program. Report No. R-60.**

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons. Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—PSU-CAI-60

Pub Date Sep 73

Grant—OEG-0-9-482129-4394(032)

Note—98p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Adult Vocational Education, \*Computer Assisted Instruction, Computer Science, \*Curriculum Development, Elementary Secondary Education, Financial Support, Higher Education, Interinstitutional Cooperation, Mobile Laboratories, Program Descriptions, \*Research and Development Centers, Teacher Education

Identifiers—\*Pennsylvania State University

The nine-year history of the Computer Assisted Instruction Laboratory, College of Education, Pennsylvania State University, is traced. Some 30 projects in curriculum development in teacher education, public school classes, and adult vocational education are described, along with several advances in computer-assisted instruction (CAI). Interinstitutional, intra-college, and intra-university cooperative efforts are defined. The laboratory's resources are detailed in terms of financial support, space, and staff. Some of the major issues facing the laboratory are briefly discussed, including the use of CAI in college instruction, sources of financial support, basic vs. applied research, and hardware systems development. Appendices contain a chart which summarizes the Laboratory's CAI programs; a list of refereed publications by staff members; bibliographies of laboratory publications, applied research studies, and dissertations; a list of faculty participants; and the vitae of the principal investigators. (SK/JY)

**ED 112 871** IR 002 581  
 Mann, William C. And Others  
**Observation Methods for Human Dialogue.**



University of Southern California, Marina del Rey, Information Sciences Inst.  
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.  
Report No—ISI-RR-75-33  
Pub Date 30 Jun 75  
Note—92p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Artificial Intelligence, \*Communication (Thought Transfer), Communications, Computational Linguistics, \*Computer Science, Data Collection, Human Development, Humanization, Information Theory, \*Man Machine Systems, \*Observation, Research Methodology

Identifiers—Human Dialogue, Natural Language  
Progress is described on a new approach to improve man-machine communication in order to significantly expand and diversify the capabilities of the computer interfaces that people use. The objective is to design computer processes that can assimilate particular aspects of dialogue between people, then transfer the processes into man-machine communication. Nine aspects of human ability to communicate are selected and studied in detail, according to new methods of data collection described in the report. Explicit observational instructions also are given. (Author/SK)

**ED 112 872** IR 002 582

King, Anne Truscott  
**Impact of Computer-Based Instruction on Attitudes of Students and Instructors: A Review. Final Report.**

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-75-4

Pub Date May 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Attitudes, \*Computer Assisted Instruction, \*Computer Oriented Programs, Educational Assessment, Educational Technology, \*Humanization, Instructional Design, \*Literature Reviews, Management Information Systems, Psychological Needs, Student Attitudes, \*Student Teacher Relationship, Teacher Attitudes

To determine whether contact with computer-assisted instruction (CAI) leads to feelings of "depersonalization" and "dehumanization" a review was conducted of investigations to explore attitudes toward various modes of computer-based instruction before, during, or after exposure. Evaluation of pertinent factors which influenced attitudes was made through assessment of relevant literature and personal communication with experts associated with CAI projects. Results of studies are compared in table form and recommendations made for future acceptance and implementation of computer-based systems. It is concluded that computer-based instruction is not a threat to humanization, and that it can provide opportunities for increasing effectiveness and personalization of the instructor-student relationship. (SK)

**ED 112 873** IR 002 583

Markuson, Barbara Evans, Comp.  
**The Midwest Regional Library Network (MIDLNET): A Progress Report to the Library Community. Draft of Final Report.**

Midwest Regional Library Network.

Pub Date Jun 75

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Administrative Organization, Budgets, Cost Effectiveness, Financial Support, Library Automation, Library Cooperation, \*Library Networks, Library Planning, \*Library Services, Objectives, Program Development, \*Program Proposals, \*Regional Cooperation, Regional Libraries, Telecommunication

Identifiers—MIDLNET, \*Midwest Regional Library Network, Multitype Library Networks

A new organization is proposed that will serve as a regional library network for the midwestern United States: the Midwest Regional Library Network (MIDLNET). MIDLNET must meet four requirements in order to assure its success: it must meet the needs of the major academic research libraries in the area, it should be a limited sponsor network, it must allow administrative and decision-making roles to the states involved, and it must have an organizational structure that will not restrict potential services or ac-

tivities. Conceived as a non-profit corporation run by a board of directors, the organization's five major objectives will be to: (1) reduce per-unit costs of library operations and services, especially through computer applications; (2) provide rapid and efficient delivery to library users; (3) coordinate and improve library planning and research in the Midwest; (4) provide a vehicle for area participation in federal funding for regional network development; and (5) coordinate a materials preservation program. After its initial three years, MIDLNET's funding will come from user fees and federal aid. (Author/SL)

**ED 112 874** IR 002 584

**Training for Mass Communication.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—44p.; Reports and Papers on Mass Communication Number 73

Available from—The Unesco Press, 7, Place de Fontenay, 75700 Paris, France (\$2.00)

**Document Not Available from EDRS**

Descriptors—\*Communications, Curriculum Design, \*Curriculum Planning, Developing Nations, Educational Television, Instructional Design, International Organizations, \*Job Training, \*Mass Media, Objectives, State of the Art Reviews, \*Training Objectives, Training Techniques

Identifiers—Learning Activity Packages, Modular Approach, UNESCO

Based on papers and discussions of training experts at the UNESCO Seminar on Instructional Training Techniques for Broadcasters held in Kuala Lumpur, Malaysia in June, 1973, this report surveys in general terms the present situation of communications training, pinpoints deficiencies, and identifies potential trends. This is followed by other reports dealing more specifically with such topics as training methodology, curricula, and surveys of training materials and resources. Emphasis is placed on the modular approach to instruction, in which the course is composed of clearly defined learning modules presented in a standard format of objectives, content, methods, and evaluation. A sample learning module on monochrome television pictures is provided, along with a list of educational television (ETV) training modules. To provide more standardization between nations, an action program is proposed to coordinate the efforts of international, bilateral, and private organizations. (Author/SL)

**ED 112 875** IR 002 585

Burns, Sheila And Others

**The American Museum of Natural History Catalog of the Special Film Collection.**

American Museum of Natural History, New York, N.Y.

Pub Date 74

Note—64p.

Available from—American Museum of Natural History, Library, Central Park West at 79th Street, New York, N.Y. 10024 (\$1.50)

**Document Not Available from EDRS**

Descriptors—Archives, Catalogs, \*Film Libraries, \*Films, \*Museums, Science History

Identifiers—\*American Museum of Natural History

The American Museum of Natural History presents an annotated list of films made by museum staff members and by other scientists and explorers during the past 65 years. Films chosen for inclusion because of their archival, scientific, and historical importance are listed alphabetically by title and added entry (producers, filmmakers and expeditions). A subject index is included. (Author/DS)

**ED 112 876** IR 002 586

Jaronik, Catherine

**A Study of the Influences of Outside Interests, Other Mass Media, Grade Level and Sex on Children's Television Viewing and Program Preferences.**

Indiana Univ., South Bend.

Pub Date 14 Jul 75

Note—122p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Age, Broadcast Television, \*Children, Curricular Activities, Commercial Television, Elementary School Students, \*Mass Media, Programming (Broadcast), Sex Differences, Statistical Data, Tables (Data),

\*Television, \*Television Research, \*Television Viewing

This study explores the influence that grade level, sex, mass media, and other outside interests have on the television viewing habits of children. Differences in the amount of viewing, program preference, type of program preferred, and typical daily patterns of viewing were items investigated. A questionnaire was used to survey general information, and a program recall list was used to determine the patterns of viewing. The children were grouped by grade level and questioned over a one-week period. The study revealed that children use television as a "time filler" but a majority have a special program in mind that they wish to watch. The average child views approximately 3.7 hours of television per day; boys tend to view television more than girls. Nine statistical tables show viewing categories and favorite programs by grade level. The questionnaire and program recall list and their results categorized by grade level are appended. (Author/DS)

**ED 112 877** IR 002 587

Spalsbury, Jeff R.

**Individualized Instruction: Final Report and Recommendations of the Colorado Individualized Instruction Consortium Project 1973-1975.**

Colorado Individualized Instruction Consortium Project, Golden.

Pub Date Jun 75

Note—27p.; For a related document see ED 096 990

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Consortia, Cost Effectiveness, \*Curriculum Development, Educational Planning, Elementary Secondary Education, \*Individualized Instruction, Instructional Design, Statewide Planning

Identifiers—Learning Activity Packages

Based on the final two years' developmental effort of the Colorado Individualized Instruction Consortium Project (CIICP), a series of recommendations are made dealing with future curriculum development. Three main goals of CIICP are delineated: develop Learning Activity Packages (LAP), design multimedia for each LAP training instructor to use in individualized instruction, and design a performance based flexible curriculum to be used as a master plan by the Colorado State Board. Four questions about individualized instruction also are discussed: Will individualized instruction work? What will be the cost of a statewide system? How much time would be required for development? What would be the best way to implement such a system? The original goals of the project also are defined. Two background papers on the LAP system are appended. (SK)

**ED 112 878** IR 002 588

Brainard, H. Lois

**Piaget, Super 8mm, and Preschool Development.**

Pub Date 11 May 75

Note—7p.; Paper presented at the Conference on Visual Literacy (Portland, Oregon, May 7-11, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Child Development, \*Cognitive Processes, \*Early Childhood, \*Films, Instructional Materials, Instructional Media, Perception, Speeches, Visual Literacy

Identifiers—\*Piaget (Jean)

According to the theory of Piaget, until the age of two the chief developmental factor of a child is the permanence of an object or the ability to retain mental images. Between two and six he begins to use mental images, and as he develops the ability to retain a mental image he begins to imitate things from the past which he has seen or experienced. At this point, the 8mm motion picture film could be used to assist children in moving from sensorimotor reactions to deferred imitation preparatory to the process of learning. Films of themselves would present an image which is abstract, and in order to solve this contradiction children would proceed to a higher level of thinking. Such films may provide a basis for helping children develop language concepts, understand processes, organize experience, classify objects, and improve visual literacy. (Author/DS)

**ED 112 879** 95 IR 002 589

**America's Bicentennial: Some Ideas for Librarians. Bibliographies Compiled for a Workshop**

(San Francisco, California, September 17 and 18, 1975).

San Francisco Public Library, Calif. Bay Area Reference Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 18 Sep 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Annotated Bibliographies, Colonial History (United States), Community Organizations, \*Directories, Fiction, Government Publications, Library Materials, \*Local History, National Organizations, Resource Guides, Resource Materials, \*Revolutionary War (United States), Social Life, \*United States History

Identifiers—\*Bicentennial, California (San Francisco), California History

Prepared for a workshop, this collection of annotated bibliographies provides sources of information on the Bicentennial celebration of the United States and the simultaneous observance of San Francisco's two-hundredth birthday. Separate bibliographies deal with federal documents on the Bicentennial; the American Revolution in fiction; California and San Francisco in 1776; books, magazine articles, pamphlets and ephemera on America's Bicentennial; and customs, costumes, daily life, and social conditions in the American colonies. Prices of materials are provided in many cases. As further resource information selected Bicentennial events and official paraphernalia are described and a directory of national resource organizations and official Bicentennial committees in northern California is provided. (SL)

ED 112 880

IR 002 590

Eastmond, J. Nicholls, Jr.

An Evaluation of Computer Assisted Instruction in the Merrill Library at Utah State University.

Utah State Univ., Logan. Merrill Library and Learning Resources Program.

Pub Date 15 Jan 75

Note—65p; For related documents see IR 002 591 and 592

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Bibliographies, \*Computer Assisted Instruction, Cost Effectiveness, \*Evaluation, Facility Case Studies, Glossaries, Higher Education, Interviews, Operations Research, Questionnaires, Student Attitudes, Teacher Attitudes, \*University Libraries, Use Studies

A study was conducted for the purpose of clarifying decision alternatives concerning computer-assisted instruction (CAI) in the Merrill Library at Utah State University. The main research questions were: (1) To what extent is the CAI system in use at present? (2) What factors have encouraged or hindered CAI usage? (3) How do people feel about the system? (4) What alternative approaches are available and how feasible are they? To obtain answers to these questions a series of four questionnaires were used to poll students, library staff, faculty users, and prospective users. With the exception of a portion of the library staff, feelings expressed about the CAI system were generally positive. Negative feelings encountered were due to mechanical difficulties. The interview sessions are summarized; the results of a cost-effectiveness study are presented; and recommendations are made for future CAI use at Merrill Library. It is concluded that the CAI system appears to have considerable support from users and is in a position—through anticipated expansion of terminal usage—to demonstrate a level of operation that is more cost-efficient than has previously been the case. A simplified glossary for CAI, a brief bibliography, and the questionnaires used in the study conclude the report. (Author/KKC)

ED 112 881

IR 002 591

DeBlois, Mike

Reflections on Instructional Development at Utah State University. Candid Comments on an ID Center's Beginnings.

Utah State Univ., Logan. Merrill Library and Learning Resources Program.

Pub Date 75

Note—15p; For related document see IR 002 590 and 592

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Change Strategies, College Faculty, \*College Instruction, Effective Teaching, Higher Education, Incentive Systems, \*Instructional Improvement, Models, Program Develop-

ment, \*Program Evaluation, Program Planning, Question Answer Interviews, Released Time, Resource Centers, State Universities, Teacher Attitudes

Identifiers—Instructional Development, Minigrants, Utah State University

An on-going evaluation is being made of Utah State University's instructional development endeavor; this paper has emerged from a question answer interview with the Director of the program by an external evaluator. The Director describes the Instructional Development Program which is designed to improve the teaching/learning process by developing in professors an interest in learning theory, team teaching, computer-assisted instruction, simulations, seminars, the lecture, and self-paced instruction. The model chosen for implementing the instructional improvement program consists of three stages: (1) awareness level, for which the literature on instructional renewal was surveyed and pertinent information sent to the professor; (2) initiative level, for which minigrants were awarded to professors who wanted to develop a new teaching strategy; and (3) the instructional development level where participating faculty members are released full time for one quarter to work on a project of their own choosing. The Director concludes that the model has enjoyed modest success, that they are in the process of modifying it, and that they are pleased that it is making some contribution toward improving teaching and learning at a small university. (KKC)

ED 112 882

IR 002 592

Eastmond, Nick

Instructional Development Under the Microscope: Perceptions of Faculty Members.

Utah State Univ., Logan. Merrill Library and Learning Resources Program.

Pub Date 25 Jun 75

Note—65p; For related documents see IR 002 590 and 591

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Change Strategies, College Faculty, \*College Instruction, Higher Education, Incentive Systems, Information Dissemination, \*Instructional Improvement, Interviews, \*Models, \*Program Development, \*Program Evaluation, Program Planning, Released Time, State Universities, Surveys, Teacher Attitudes

Identifiers—Instructional Development, Minigrants, Utah State University

The 1974-75 school year marked the fifth year of operation for the Division of Instructional Development at Utah State University. The model for Instructional Development (ID) consists of four parts: (1) developing faculty awareness; (2) capitalizing on faculty initiative, primarily through small-scale funding under a program of minigrants; (3) conducting faculty support activities where participating faculty members are released full-time for one quarter to work intensively on a project of their own choosing; and (4) working with an entire department to revise particularly important steps in the curriculum for its graduates. Through a series of survey techniques and interviews, this study gathers data about the program as perceived by faculty members. The conclusions are that there is considerable awareness of the ID programs across campus; that ID should not move entirely from individual-centered to department-centered activities; and that the program is generally held in high regard by USU faculty. One-third of the document consists of instruments used in the survey and responses of participants. (Author/KKC)

ED 112 883

IR 002 593

Spyers-Duran, Peter

Prediction of Resource Needs: A Model Budget Formula for Upper Division University Libraries.

Pub Date 75

Note—111p; Ph.D. Dissertation, Nova University

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Budgeting, Budgets, Doctoral Theses, Educational Finance, \*Library Expenditures, Library Research, \*Models, Program Budgeting, Resource Allocations, \*University Libraries, \*Upper Division Colleges

Identifiers—\*Formula Budgeting

A study focused on library formula budgeting practices with a special concern for the typical upper division university functioning in a state system of higher education. The basic objectives of this research project were to develop a model

budget for upper division university libraries and to demonstrate the use of formulas in predicting the anticipated resources necessary to operate and maintain upper division university libraries (UDUL). Existing formulas were examined and evaluated. These, together with the UDUL models, were field tested in application at ten upper division institutions. The UDUL formulas were evaluated by a panel of experts and, finally, conclusions and recommendations were drawn concerning the feasibility and utilization value of a formula designed for upper division university libraries. The scope of the study was limited to formula budgeting. The UDUL formulas developed cover all major budget categories commonly found in academic libraries, i.e., salaries, materials, and expense. A physical facility formula was excluded, since it is not typically part of an annual operating budget. (Author/SL)

ED 112 884

52

IR 002 594

Owens, Major R.

The Library Advisory Committee. Public Library Training Institutes, Library Service Guide No. 29.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Jul 75

Grant—OEG-0-73-5341

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Administrator Guides, Adults, \*Advisory Committees, Community Influence, \*Community Involvement, Disadvantaged Groups, \*Guidelines, Library Programs, \*Public Libraries, Selection

Identifiers—AAEC, \*Appalachian Adult Education Center

As part of a series on library services to disadvantaged adults, this pamphlet provides guidelines for the use of community advisory committees in libraries: the duties and capabilities of such committees, their influence on the library, and their relationships with library boards. The size and composition of the committee are considered, as are four alternatives for the selection of members: election by the community, or appointment by the librarian, by organizations, or by public officials. In the final section, steps are outlined for writing policy, training members, and beginning the work of the advisory committee. A brief reading list is appended. (SL)

ED 112 885

52

IR 002 595

Euster, George W.

The Coordination of Library and Basic Education Services for Disadvantaged Adults and Expanding Public Library Services to Disadvantaged Adults. Final Report.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Aug 75

Grant—OEG-0-72-2523; OEG-0-74-3925

Note—199p; Project Year: July 1, 1974-June 30, 1975

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Adult Basic Education, Adults, Annual Reports, \*Demonstration Programs, Disadvantaged Groups, Information Seeking, \*Institutes (Training Programs), Interinstitutional Cooperation, Library Cooperation, \*Library Extension, Library Services, Literature Reviews, Program Descriptions, \*Program Evaluation, Public Libraries

Identifiers—AAEC, \*Appalachian Adult Education Center

This report for fiscal year 1974-75 covers the second year activities of three demonstrations in Georgia, Ohio, and Tennessee, of the interrelating of public library and basic education services for disadvantaged adults. It also covers the dissemination of these demonstrations through the training-institutes series in those three states and in Kentucky and Mississippi. The body of this report is divided into several parts: (1) a brief chronology of the experiences of the Appalachian Adult Education Center (AAEC) which resulted in the library series of the past three years; (2) a theoretical overview and literature review on the nature of information seeking/finding as it pertains to public library services to disadvantaged adults; (3) an overview of the demonstration projects and the 31 communities participating in the

dissemination-institute series; and (4) the results of the one-year followup evaluation of the 32 1973-74 dissemination institute sites. Appendixes include work statements, end-of-the-year reports, products, and compilations of the participants' evaluations of the two-day planning sessions by site. (Author/SL)

**ED 112 886** IR 002 596

*Kaempf, Kathi Eandi, Eileen*  
**Training and Supervision of Library Shelves.**  
University of Southern California, Los Angeles.  
Norris Medical Library.

Pub Date 75

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Audiovisual Instruction, Instructional Materials, Libraries, Medical Libraries, On the Job Training, Slides, \*Supervisory Methods, Training Techniques  
Identifiers—\*Library Shelves

The University of Southern California Norris Medical Library uses audiovisual methods for shelver training and detailed work assignment sheets in conjunction with shelver supervision. The slide/script training series serves both as a time-saving device for the shelver supervisor and as an effective and interesting instructional device. The work assignment sheets, with the aid of shelving calculation chart, enable the supervisor to give realistic assignments without having to give instructions orally. (Author/LS)

**ED 112 887** IR 002 597

*Searle, Barbara*

**The Nicaragua Radio Mathematics Project.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 10 Sep 75

Note—20p.; Paper presented at Educational Testing Service (Princeton, New Jersey, September 10, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Curriculum Development, \*Developing Nations, \*Educational Radio, \*Elementary School Mathematics, \*Mathematics Instruction, Media Research, Primary Education, Program Descriptions, Programming (Broadcast), Speeches, Teaching  
Identifiers—Nicaragua, Project Radio Mathematics

The Radio Mathematics Project was funded by the Agency for International Development to design, implement, and evaluate, in conjunction with personnel of a developing country, a system for teaching primary-grade mathematics by radio. In July 1974, a project in Nicaragua began with a series of radio presentations, each followed by 20 minutes of teacher-directed activities. No textbooks were used; a worksheet was followed during the broadcast and oral and physical responses were given. Songs and games were included in the programs for a change of pace, but unembellished mathematical work also kept the children's attention. Provisions were also made for initial and continuing teacher training, testing and evaluation, and revision of the program. (DS/LS)

**ED 112 888** 95 IR 002 598

*Files, Patricia*

**A Guide to Educational Resources, 1975-76.**

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Contract—NIE-C-74-0027

Note—37p.; Updates ED 094 710

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$3.50, Check made out to "Box E" must accompany order; discount prices for multiple copies)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Annotated Bibliographies, \*Educational Resources, Guides, Information Dissemination, Information Retrieval, \*Information Sources, Information Utilization, Library Material Selection, Media Selection, \*Reference Materials, \*Resource Materials  
Identifiers—Educational Information Consultant: EIC

The resources included in this Guide are geared for the Educational Information Con-

sultant (EIC), an education specialist who receives, processes, and fulfills client requests for information needed to resolve specific curricular, instructional, and administrative problems. The Guide begins with highly-selective introductory sections on how to locate and organize information. Then, resource items are grouped by type from the most general to the most specific. These selections are intended as additions to titles typically found in the education reference section of a good public or college library. Items are listed to meet the needs of an active EIC—for guidance to standard sources of information for preliminary searches and for current awareness of major current activities, products, information sources, and innovations. (Author)

**ED 112 889** IR 002 600

*McClain, Donald H. And Others*  
**A Computer-Assisted Patient Simulation.**  
Iowa Univ., Iowa City. Computer Center.

Pub Date 4 Aug 75

Note—10p.; Paper presented at the Association for Development of Computer-Based Instructional Systems Summer Meeting (Portland, Maine, August 4-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Computer Programs, Decision Making, Higher Education, \*Information Processing, Interaction, \*Medical Education, Medical Students, Problem Solving, \*Simulation

Identifiers—Computer Assisted Patient Simulation

A set of computer programs and data files have been designed to provide a simulated experience with patient-diagnosis problems for medical students. The programs, called CAPS (Computer Assisted Patient Simulation), aims to provide opportunities for making diagnoses and decisions; develop problem-solving skills; expand knowledge of specific disease entities and hospital resources useful in differentiating between them; teach cost-effective utilization of a pathology laboratory. The design of student interaction and the program and file structure are explained in detail, and a comparison made with the CASE system. In trials with 175 students, it was concluded that the system was a feasible approach to helping students in gathering and analyzing pertinent information, consulting supplementary materials to gain further knowledge, and arriving at a definite diagnosis and treatment plan. (SK)

**ED 112 890** IR 002 601

*Papetti, Clarence J. And Others*  
**Instructor Training. Focus on the Trained Man.**  
TAEG Report No. 17. Final Report.

Naval Training Equipment Center, Orlando, Fla.  
Training Analysis and Evaluation Group.

Report No.—TAEG-17

Pub Date Jun 75

Note—115p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Cost Effectiveness, Educational Development, Effective Teaching, Higher Education, \*Instructional Staff, \*Instructional Systems, \*Military Training, Staff Orientation, \*Teacher Education, Teacher Education Curriculum, Teacher Educators, \*Teacher Evaluation, Teacher Improvement, Teacher Programs, Teaching Guides, Teaching Methods, Trainers

The current Navy instructor-training system is analyzed and recommendations made for the 1975-85 period. Six formal instructor-training schools are discussed. Included in the analysis are instructor selection and assignment, Instructor Training School staff, instructor training curriculum, instructor evaluation, instructor effectiveness, instructor feedback, course grading, career structure, cost effectiveness of Instructor Training School centralization. (Author/SK)

**ED 112 891** IR 002 602

*Giauque, William C.*

**Decision Analysis and its Application to the Naval Education and Training Command. Final Report.**

Naval Training Equipment Center, Orlando, Fla.  
Training Analysis and Evaluation Group.

Report No.—TAEG-27

Pub Date Jul 75

Note—72p.; Focus on the Trained Man series

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Administrator Education, Computer Programs, \*Decision Making Skills, Educational Planning, Evaluation, Leadership Train-

ing, Management Education, Management Systems, Manuals, \*Military Training, \*Organization, \*Organizational Effectiveness, Policy Formation, \*Problem Solving

Identifiers—Naval Education and Training Command, \*NAVEDTRACOM

As part of the Design of Training Systems project, the Naval Postgraduate School, Monterey, California, was assigned a sixfold task by the Training Analysis and Evaluation Group: (1) analyse the functional description of the Naval Education Training and Command (NAVEDTRACOM) from the standpoint of how decisions are made; (2) review the literature bearing on decision theory as applied to large-scale organizations; (3) develop a taxonomy of the types of decisions made by managers within the NAVEDTRACOM; (4) develop criteria for evaluating decisions within the NAVEDTRACOM; (5) develop recommendations for improving the present decision-making process; and (6) develop a description of the optimum method of decision-making. Findings on each point are summarized, along with recommendations for future decision-making policies and implementation strategies. (SK)

**ED 112 892** IR 002 603

*Miller, Robert B. Duffy, Larry R.*

**Design of Training Systems, Phase II-A Report. An Educational Technology Assessment Model. Final Report.**

Naval Training Equipment Center, Orlando, Fla.  
Training Analysis and Evaluation Group.

Report No.—TAEG-12-3

Pub Date Jul 75

Note—477p.; Focus on the Trained Man series

**EDRS Price MF-\$0.76 HC-\$24.75 Plus Postage**

Descriptors—Conceptual Schemes, Cost Effectiveness, Decision Making, \*Educational Assessment, Educational Innovation, \*Educational Technology, Evaluation, Experimental Programs, Feasibility Studies, \*Information Systems, Instructional Design, Instructional Media, Leadership Training, Military Training, \*Models, Operations Research, Research Criteria, \*Research Methodology, Simulation, Systems Approach

Study results and design for an Educational Technology Assessment Model (ETAM) are outlined, and conclusions and recommendations of the study are summarized. An eight-task procedure is provided to guide the assessor of a training innovation through the required data collection and analysis steps leading to a decision to accept, reject, or continue to study the innovation. Step-by-step application of the ETAM procedures also is given. Proposed portions of the ETAM amenable to computerization are identified, and validation results are given. A review of relevant literature is included. (SK)

**ED 112 893** IR 002 604

*Grundin, Hans U.*

**Response Requirement and Information About Correct Responses in Programmed Instruction. Linking Studies in Education No. 5.**

Linkoping Univ. (Sweden). Dept. of Education.

Pub Date 75

Note—231p.; Research Department Dissertations No. 5

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—Covert Response, Educational Research, Elementary Education, \*Feedback, Intermode Differences, Language Instruction, \*Learning Processes, Overt Response, Patterned Responses, \*Programed Instruction, \*Response Mode, Scoring, Teaching Methods, \*Testing

Identifiers—Linkoping University, Skinner (B F), Skinnerian Programed Instruction, \*Sweden

To test some aspects of Skinnerian programed instruction, a 241-frame program on Swedish grammar was presented to students 10 to 12 years old. Skinnerian insistence on student-constructed overt responses and on presenting the "key answer" after each frame were contrasted with covert responses and key answer frequencies less than 100 percent. The effects of combinations of overt or covert response requirements and 100, 50 or 0 percent key answers were also studied. It was concluded that in programs of less than 100 frames, response requirement and key answer frequency have very little influence on learning; that in programs over 200 frames, overt response without key answers or covert response leads to better learning. Overt response is most



effective when the program demands learning unfamiliar response terms. Covert response leads to considerably shorter working time and greater learning efficiency. The Skinnerian model is held not superior to other alternatives studied. (SK)

**ED 112 894** IR 002 605

Dansereau, Donald F. And Others

**Learning Strategy Training Program: Questions and Answers for Effective Learning. Final Report for Period January 1974-May 1975.**

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-48

Pub Date Jun 75

Note—202p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Association (Psychological), \*Associative Learning, Cognitive Processes, \*Comprehension, Educational Experiments, \*Instructional Programs, Learning Processes, \*Learning Theories, Military Training, \*Questioning Techniques, Retention, Teaching Methods, Thought Processes, Visualization

Identifiers—\*Learning Strategy Training Program  
An integrated learning strategy program emphasizing a connection technique employing questions and answers was developed and tested. Components were derived from a review of educational and psychological literature and from an analysis of responses to a learning-strategy inventory. Visual imagery and paraphrasing connection also were evaluated. The program improved long-term retention of factual material as demonstrated in a controlled experiment. The complete program is presented here, along with a brief review of the program's evaluation. (Author/SK)

**ED 112 895** IR 002 606

Toro, Jose Orlando

**The Politics of Evaluation and Accountability on the School Scene.**

Pub Date 29 Jun 75

Note—23p.; Paper presented at the American Library Association Annual Meeting (94th, San Francisco, California, June 29-July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Decision Making, \*Educational Accountability, Educational Administration, Educational Planning, \*Educational Policy, Evaluation, Library Planning, Policy Formation, \*Political Issues, Political Power, \*School Libraries

Identifiers—ALA 75

Politics of evaluation and accountability are not practiced solely by evaluators and accountants; everyone does it. This is because evaluation and accountability are fraught with decision situations which embody the potential to become political. Among sources of conflict in evaluation and accountability are questions of goals and priorities, economic matters, perceptions of evaluation and accountability by outsiders. Evaluation is also threatening to many school administrators and teachers; thus external evaluators have been employed by many groups wishing to evaluate school programs. The implications for the school media center focus on resources and policy-making, with an informal evaluation of the school library every time a budget is allocated. Librarians must become knowledgeable in the techniques of evaluation in order to provide policymakers with needed information, but must also learn how to apply these techniques in politically sensitive environments. (SK)

**ED 112 896** IR 002 607

Christensen, John O.

**A Comparison of Arrival Algorithms for Automated Serial Claiming Operations.**

Brigham Young Univ., Provo, Utah. Graduate Dept. of Library and Information Sciences.

Pub Date 21 Mar 75

Note—76p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Algorithms, Computer Oriented Programs, \*Library Automation, Library Research, Library Technical Processes, Program Descriptions, \*Serials

Identifiers—\*Serials Claiming

Heretofore, methods of claiming missing issues of serials publications have been ad hoc. The study describes four methods of claiming and analyzes the performance of three of the methods on 16 arrival patterns of serials. The arrival patterns, selected as workable examples from a random sample of the Kardex files at the University

of Utah, were graphed against a statistically-based claiming algorithm and two algorithms based on the arrival frequency plus a lag factor. The statistically-based algorithm produced more false claims and usually claimed issues sooner than the algorithm based on the lag factor. The statistically-based algorithm worked best with the medium frequency (monthly, quarterly, etc.) serials and the lag factor algorithm appeared to work best with the long- and short-frequency (annuals, weekly, etc.) serials. (Author)

**ED 112 897** IR 002 608

Cook, Margaret G.

**The New Library Key. Third Edition.**

Pub Date 22 Jul 75

Note—264p.

Available from—The H. W. Wilson Company, 950 University Avenue, Bronx, New York 10452 (\$5.00)

Document Not Available from EDRS

Descriptors—\*Annotated Bibliographies, Catalogs, Classification, College Libraries, Dictionaries, Encyclopedias, Humanities, Indexes (Locators), \*Library Guides, Library Materials, Periodicals, \*Reference Materials, Sciences, Social Sciences

A library user's handbook for college students and teachers provides an annotated bibliography of reference works. Introductory chapters provide information about the library, the structure of the book, library catalogs, classification systems, and writing research papers. There are chapters containing annotated bibliographies of encyclopedias, dictionaries, periodicals, periodical and general indexes, bibliographies and booklists, along with general descriptions of the kinds of information to be found in each type of reference work. Subsequent chapters describe and list special reference books in the arts, geography, archeology, history, social sciences, literature, science, mythology, religion, and philosophy. There is also a chapter describing non-book and media materials available in the library. Lists of research handbooks, bibliographic manuals, indexes to theses and dissertations, specialized subject bibliographies, and books and articles about reference books are appended. (LS)

**ED 112 898** IR 002 609

Duvall, Scott H.

**Library Instruction: Two Teaching Methods.**

Brigham Young Univ., Provo, Utah. Graduate Dept. of Library and Information Sciences.

Pub Date Aug 75

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Guides, Higher Education, \*Independent Study, Indexes (Locators), Librarians, \*Library Education, \*Library Instruction, Library Materials, Library Reference Services, Library Research, Library Schools, \*Library Science, Teaching Methods

In a study conducted to compare the results of two methods of instruction for the use of periodical, book, and newspaper indexes, the traditional lecture approach and self-study guide were investigated. Two library science classes were divided into two groups, and then divided further according to sex and class status. A self-study guide was formulated, for one group while the other group received the traditional lectures. A posttest was administered to both groups twelve days after formal instruction began, and the results were measured by a statistical analysis of variance test. The results verified the null hypothesis that no difference existed between the two groups; therefore, the lecture and self-study methods could be interchanged for instruction in the use of indexes. A table of estimated means and an analysis of variance table are included. The self-study guide for the project is appended. (Author/DS)

**ED 112 899** IR 002 610

Hodkin, Katherine Story

**Differential Staffing Patterns with Job Analyses and Operational Procedures for Salt Lake City School District Media Centers.**

Brigham Young Univ., Provo, Utah. Graduate Dept. of Library and Information Sciences.

Pub Date Aug 75

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Audiovisual Coordinators, \*Differentiated Staffs, \*Guidelines, \*Instructional Materials Centers, \*Job Analysis, \*Media Spe-

cialists, Personnel Selection, School Libraries, Staff Role, Task Performance

Identifiers—\*Salt Lake City School District, School Media Centers, Utah

Duties of the staff of media centers in the Salt Lake City School District and an analysis of task performances by position are listed. Positions included are: (1) head of the school media center/school media specialist, (2) school media center technician, (3) school media center aide, and (4) student aides. Twenty general district operational procedures applicable to any media center are listed. A 32-item bibliography is included. (Author/DS)

**ED 112 900** IR 002 611

Regazzi, John J.

**The Development of Some Automated Techniques of Information Retrieval in Family Planning and Population Libraries.**

Pub Date Jun 75

Note—19p.; Paper presented at the Medical Library Association Annual Meeting (74th, Cleveland, Ohio, May 30 through June 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Computer Programs, Data Bases, Family Planning, \*Information Retrieval, \*Information Systems, Librarians, \*Library Automation, On Line Systems, Population Trends, \*Special Libraries, Speeches, Thesauri

Identifiers—Carolina Population Center, \*POPINF-ORM, Population Information

The Carolina Population Institute off-line system which searches a data base drawn from its library holdings and POPINF-ORM—an on-line system containing a number of data bases from both university and government organizations—are described. The development of these automated information retrieval systems from a disjoint manual system among a variety of institutions to a singular data base is discussed. The preparation and planning techniques required for any library to convert its manual routines to automated ones are outlined. (Author)

**ED 112 901** IR 002 612

Ensley, Robert F., Ed.

**Special Library Services.**

Illinois State Library, Springfield.

Pub Date Sep 75

Note—79p.

Journal Cit—Illinois Libraries; v57 n7 Sep75 p445-516

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Bibliotherapy, Blind, Consultants, Deaf, Emotionally Disturbed, \*Handicapped, Handicapped Children, Institution Libraries, Library Networks, \*Library Services, Library Standards, Mentally Handicapped, Older Adults, Outreach Programs, Physically Handicapped, Public Libraries, Radio, Regional Programs, Special Libraries, Television

The September 1975 issue of Illinois Libraries focuses on the needs of the developmentally disabled, physically handicapped, and emotionally disturbed. Articles on library services to the blind and physically handicapped cover standards, services of local public libraries, Library of Congress programs, braille books and sound recordings, multistate and regional centers and networks, radio newspaper reading, and the history of such services. Discussions on services to the deaf and older adults with impaired hearing include the use of sign language by librarians, sign language story hours and television programs, special materials, and teletype reference service. For services to the mentally ill, descriptions are provided of outreach programs (using both print and media formats) to those in homes and institutions, operation of institutional libraries, public library services to the institutionalized, and bibliotherapy. Library services in resident facilities for the mentally retarded are also discussed, along with library services in county jails and the role of special services consultants. (DS/LS)

**ED 112 902** 52 IR 002 613

**Final Report of the Task Force on Library Manpower and Education to the Council on Library Development.**

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 75

Note—373p.

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**  
**Descriptors**—College Libraries, \*Credentia-  
 \*Employment Trends, \*Enrollment Trends,  
 \*Higher Education, Information Centers,  
 \*Librarians, \*Library Education, Library  
 Planning, Library Schools, Library Standards,  
 Library Surveys, Library Technicians, Media  
 Specialists, Personnel Needs, Professional Con-  
 tinuing Education, Public Libraries, Question-  
 naires, School Libraries, Special Libraries,  
 State Surveys, Statewide Planning

In December 1973, the Council on Library Development set up a task force to carry out an integrated study of library manpower and education needs in Wisconsin, and of the resources available to meet those needs. The study was concerned with personnel at all levels, in all types of libraries, media centers, information centers, and similar organizations. Three formal data-gathering processes were developed: a questionnaire to librarians on employment statistics and trends and attitudes toward preservice and continuing library education; a questionnaire for public library board members on their background and perceived education needs; and an interview schedule to use in on-site visits to library/media education programs. Factual data were gathered from a variety of sources for use in developing recommendations and forecasting trends in enrollment in library schools and in employment opportunities for librarians in the state. The task force made 16 recommendations on credentials, library school curriculum and program articulation, continuing education, and the training of library board members. Appendices to this report provide lists of courses offered in the state's library schools and state legislation of certification requirements. (Author/SL)

**ED 112 903** IR 002 614

Myers, Margaret, Comp. Sellen, Betty Carol, Comp.

**Women in Librarianship, 1920-1975; Bibliography.**

American Library Association, Chicago, Ill. Office for Library Personnel Resources.

Pub Date 75

Note—22p.

Available from—M. Myers, ALA SSRT, Task Force on Women, American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$0.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Annotated Bibliographies, \*Females, Librarians, \*Library Science, Working Women

An annotated bibliography cites 243 journal articles published on the subject of women in librarianship during the period 1920-75. (DS)

**ED 112 904** IR 002 615

Young, John P.

**A Telephone Loop That Works.**

Kansas City Regional Council for Higher Education, Mo.

Pub Date 26 Apr 75

Note—18p.; Paper presented at the Missouri Association of College and Research Libraries Spring Meeting (St. Joseph, Missouri, April 26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College Libraries, Information Sources, \*Interlibrary Loans, \*Library Cooperation, Library Materials, \*Library Planning, Library Surveys, Program Descriptions, Regional Libraries, State Libraries, \*Statewide Planning, \*Telephone Communication Systems, Use Studies

**Identifiers**—Interlibrary Telephone Loop, \*Kansas

An interlibrary loan telephone loop system operated by the Kansas City Regional Council for Higher Education libraries is briefly described. Chronological steps in establishing the loop are delineated, and early problems are identified. Expansion of the loop and special uses also are discussed. Conclusions about the operation and tips for others are given. Appendices include the detailed original proposal, statistics on loop use, request forms and monthly report forms. (SK)

**ED 112 905** IR 002 616

Zender, Bryce F., Ed.

**Computers and Education in the Soviet Union.**

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 75

Note—145p.; Adapted from "The Application of the Computer in Soviet Education," Edited by A. I. Berg

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey (\$12.95)

**Document Not Available from EDRS**

**Descriptors**—\*Computer Assisted Instruction, \*Computer Oriented Programs, \*Computers, Conference Reports, Cybernetics, State of the Art Reviews, Teaching Machines

**Identifiers**—\*USSR

Recent decades in the Soviet Union have witnessed a prolific growth of technology. The school system has been under pressure to become more systematic and to supply more qualified candidates to meet the demand of industry. Computer technology has been introduced in order to facilitate more detailed attention to educational objectives. Individualized Programmed instruction has been developed, and the system is designed to provide constant and immediate feedback to the student. The recent emphases of the development program have been: (1) the use of electronic computers for controlling the instructional process; (2) analysis of methods and algorithms for optimal instruction; (3) means of input and output for the computer during instruction; (4) construction of an adaptive training system; and (5) the use of computers to administer and organize the functioning of all levels of education. The next includes a collection of reports delivered at a conference held in the Soviet Union in 1968. (EMH)

**ED 112 906** IR 002 617

O'Neill, George W., Comp.

**Proceedings of the Second National Conference on Research and Technology in College and University Teaching** (Georgia State University, November 1974).

Pub Date 75

Note—293p.

Available from—James M. Johnston, Department of Psychology, University of Florida, Gainesville, Florida 32611 (\$10.75)

**Document Not Available from EDRS**

**Descriptors**—\*College Instruction, \*Conference Reports, Educational Development, Educational Research, \*Educational Technology, Higher Education, Performance Contracts, Proctoring, Student Participation, Systems Approach, \*Teacher Education, \*Teacher Improvement, Teaching Techniques, Testing, Tutorial Programs

**Identifiers**—Audio Tutorial Instruction, \*Learning Contracts

Twenty-nine unedited papers presented at the Second National Conference on Research and Technology in College and University Teaching are collected and grouped into nine sessions. Topics covered include student participation, audio-tutorial vs. conventional learning, selection and characteristics of proctors, the use of learning contracts, testing methods, the improvement of teachers, and methods for implementing a systems approach to instruction on a college-wide basis. (SK)

**ED 112 907** IR 002 618

Fehrl, Carl C.

**Back to the Basics Through Teacher-Made Tapes for Primary Children.**

Missouri Univ., Columbia. Program of Continuing Professional Education.

Report No.—UED-33

Pub Date Jul 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Audiovisual Aids, Audiovisual Instruction, Behavioral Objectives, Classroom Materials, \*Guidelines, Material Development, \*Phonotape Recordings, \*Primary Education, Reading Instruction, Tape Recordings, \*Teacher Developed Materials

A simple step-by-step procedure for making individual tapes for primary-school children is outlined. Sample scripts of "Teaching the Letter 'A'", "The Five Little Pigs", "Ears to Hear" and "A Tongue To Taste" are included. Behavioral objectives and materials needed for each tape also are given. Pitfalls in tape construction and methods for making better use of tapes are highlighted. (SK)

**ED 112 908**

IR 002 619

Frohberg, Katherine A.

**Library Service to Industry at USC: The Industrial Associates of the School of Engineering.** University of Southern California, Los Angeles. School of Library Science.

Pub Date 27 May 75

Note—83p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Industry, Interlibrary Loans, Librarians, Library Cooperation, \*Library Programs, Library Research, \*Library Services, \*Library Surveys, Questionnaires, School Industry Relationship, \*Special Libraries, Statistical Data, Tables (Data), \*University Libraries, Use Studies

**Identifiers**—California, Industrial Libraries, \*University of Southern California

Special libraries in Southern California and the San Francisco Bay Area who were members of the University of Southern California (USC) School of Engineering Industrial Associate program were surveyed on their use of the USC program and other similar programs. The questionnaire was designed to discover the attitudes and needs of the Industrial Associate members in California toward USC's library service. It was found that proximity to the parent university and the size of its collection were the prime determinants of special library use. A further analysis by size of special library staff showed that larger libraries tended to use USC's Industrial Associate Programs more than smaller libraries and also to be more aware of specialized information resources within their area. As a result of the survey recommendations were made concerning fee structures, financial support of the library, photoduplication, and communications among the Industrial Associates users, the Industrial Associates office, and the library. Appendices include the questionnaire, tabulation of responses, USC Library Guidelines, a 41-item bibliography, and a copy of the Industrial Association Brochure. (Author/DS)

**ED 112 909** IR 002 620

Nevil, Leota

**A Survey of Curriculum Laboratories in Selected Colleges in Pennsylvania.**

Wilkes Coll., Wilkes-Barre, Pa.

Pub Date May 75

Note—86p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Curriculum, \*Curriculum Development, \*Curriculum Planning, \*Curriculum Research, Instructional Materials Centers, Masters Theses, State Surveys

**Identifiers**—\*Curriculum Laboratories, Pennsylvania, Wilkes College

This report defines a curriculum laboratory to be a center where educational materials are developed, modified, and stored. Included in the document are a history of the curriculum laboratory, a study of its characteristics, and a survey of the curriculum laboratories in the colleges and universities of Pennsylvania. The Wilkes College curriculum laboratory is specifically discussed. (EMH)

**ED 112 910** IR 002 621

Elliott, Porcia C. Peelle, Howard A.

**Computer-Augmented Teacher Training.**

Pub Date Dec 74

Note—14p.; Paper presented at the Annual Meeting of the Association for Educational Data Systems (Virginia Beach, Virginia, April 29-May 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*College Curriculum, \*Computer Assisted Instruction, \*Computer Science Education, Mathematics Instruction, Program Descriptions, Programming, Student Teachers, \*Teacher Education, Teacher Education Curriculum, \*Teaching Methods, Teaching Techniques

**Identifiers**—\*Computer Augmented Teacher Training

Computer programming should not be confused with programmed instruction (PI) or computer-assisted instruction (CAI). PI and CAI are processes that demand that the student assume a passive and docile role, whereas, programming is an active, dynamic process in which the student is required to instruct the computer how to perform certain basic operations. If the student is to give usable information to the computer, his deci-

sions, planning, and thinking must be perfectly organized; thus, computer programming provides an excellent opportunity for the teacher trainee to acquire cognitive competencies in mathematics, to develop confidence with teacher methods, and to become aware of the benefits and limitations of computer technology. In order to acquaint future teachers with programming as a pedagogical tool, the University of Massachusetts has introduced a course entitled, "Computer-augmented Teacher Training." Among the expected goals of the course are to give the prospective teacher: (1) a knowledge of computers; (2) knowledge of algorithms and processes; (3) a knowledge of the applications of computer technology; and (4) experience in computer usage. (EMH)

ED 112 911 IR 002 622

Tiffany, Connie J.

**Hands-On Workshop Presented at the Educational Media and Technology Conference, University of Wisconsin-Stout, Menomonie, Wisconsin 54751, July 21-23, 1975.**

Pub Date 21 Jul 75

Note—17p.; Proceedings of Workshop at Educational Media and Technology Conference (Menomonie, Wisconsin, July 21-23, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Bibliographies, \*Cable Television, Conference Reports, \*Educational Television, Instructional Media, \*Library Equipment, \*Library Facilities, \*Video Equipment, Workshops

In July of 1975, a conference was held at the University of Wisconsin to examine the feasibility of using cable television as a public library resource and to explore varied uses and techniques for portable video tape machines. Included in this program events are: (1) a bibliography of readings about cable television; (2) the text of an address about the role of cable television in the library; and (3) a cost comparison chart for video equipment. (EMH)

ED 112 912 IR 002 623

Moll, Joy Kaiser

**Children's Access to Information in Print: An Analysis of the Vocabulary (Reading) Levels of the Subject Headings and Their Application to Children's Books.**

Pub Date Jan 75

Note—163p.; Ph.D. Dissertation, Rutgers University

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
 Descriptors—Cataloging, \*Children's Literature, Comparative Analysis, Doctoral Theses, Elementary Secondary Education, Library Skills, \*Readability, \*Reading Level, \*Subject Index Terms

Identifiers—Library of Congress, MARC, Sears List of Subject Headings

Critical to the youthful user of the library is his comprehension of subject headings. This study undertook an investigation of two aspects of the subject headings for juvenile literature: first, an analysis of the vocabulary levels employed in the four systems of subject headings currently in use; second, a specific analysis of the Machine Readable Cataloging (MARC) system and a comparison of how its subject headings for 437 children's books compare with the readability levels for those texts. The four systems were found to be only slightly different. The Library of Congress system rated at grade level 7.7, the Sears system at 6.9, the MARC system at 6.4, and the Library of Congress-Juvenile system 6.0. The comparison between the MARC system subject headings and the readability level of the corresponding text revealed no relationship between the two. Combining these findings with data concerning the nationwide reading level, it was found that for children reading above the national norm, the subject catalog can provide access to 70 percent of juvenile reading material. Using nationwide comprehension scores, it was estimated that only 29 percent of children's reading material is accessible through the subject catalog. (EMH)

ED 112 913 IR 002 624

Firschein, Oscar Summit, Roger K.

**Providing the Public with Online Access to Large Bibliographic Data Bases.**

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.  
 Pub Date Aug 75

Note—8p.; Paper presented at USA-Japan Computer Conference (2nd)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Computer Programs, \*Cost Effectiveness, Data Bases, Information Centers, \*Information Retrieval, \*Library Reference Services, On Line Systems, \*Programming Languages, \*Public Libraries, Search Strategies, Speeches, Use Studies

Identifiers—DIALIB, DIALOG

DIALOG, an interactive, computer-based information retrieval language, consists of a series of computer programs designed to make use of direct access memory devices in order to provide the user with a rapid means of identifying records within a specific memory bank. Using the system, a library user can be provided access to sixteen distinct and extensive data banks. Examining four San Francisco Bay Area public libraries, a study, DIALIB, was conducted in an effort to answer the following question: Will the computerized search be wholly adopted by the public library, will there arise a private search service, or will a system of limited public access develop? The first year of the study shows that the library's capacity to do in-depth research in diverse fields has been expanded, especially in libraries that do not have a large reference collection. The computer search has also shown to be more cost effective than the manual search. The first year of the study has shown that the public is interested; the second year will attempt to discern whether the public is willing to pay for those services. (EMH)

ED 112 914 IR 002 625

Katz, Elizabeth M.

**Do Not Go Gentle into That Good Night.**

Pub Date Sep 75

Note—11p.

Available from—Elizabeth M. Katz, 255A 28th St., San Francisco, California 94131 (\$1.50)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Annotated Bibliographies, \*Library Material Selection, Library Programs, \*Older Adults, Outreach Programs, \*Senior Citizens

Although an increasingly large proportion of Americans are living to be 65, evidence indicates that little is being done to alleviate the problems of declining health diminishing income, limited mobility and social interaction, and the disproportionately severe effects of inflation upon the elderly. Despite the fact that this age group is becoming increasingly more educated and more politically involved, the libraries have done little to meet their specific needs. The library should not be exclusively guided by the pragmatic principle of selecting books with only broad intellectual appeal; rather, it should recognize that we live in a plural society and that literature should be provided to meet the needs of each sub-culture within the society. This document includes a bibliography relevant to senior citizens which incorporates these topics: aging; filmographies; and senior power. (EMH)

ED 112 915 IR 002 626

**Proceedings: Conference on Computers in Chemical Education and Research, Dekalb, Illinois, 19-23 July 1971.**

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jul 71

Note—612p.

**EDRS Price MF-\$1.08 HC-\$31.10 Plus Postage**

Descriptors—\*Chemical Analysis, \*Chemical Reactions, Chemistry, \*Chemistry Instruction, \*Computer Assisted Instruction, \*Computer Based Laboratories, Computer Graphics, Computer Programs, Conference Reports, Curriculum Development, Data Bases, Information Retrieval, Information Systems, Networks, On Line Systems, Programming Languages, State of the Art Reviews

Identifiers—APL, A Programming Language

Computers have effected a comprehensive transformation of chemistry. Computers have greatly enhanced the chemist's ability to do model building, simulations, data refinement and reduction, analysis of data in terms of models, on-line data logging, automated control of experiments, quantum chemistry and statistical and mechanical calculations, and information storage including retrieval and the capacity for dynamic visual display. A recent conference addressed itself to the following aims: (1) provide a national forum for the impact of computers on chemistry; (2) encourage more investigation on computers;

(3) make known the present status and the potential of computer-assisted instruction (CAI) in chemistry; and (4) inspire further examination of the chemistry curriculum in light of recent advances in computer technology. The conference report is a collection of 80 papers divided into the following categories: data fitting; curve fitting and band analysis of spectra; structure determination; CAI; computer technology in theoretical chemistry; chemistry curriculum development; communications in the field of chemistry; computer control of experiments; the use of A Programming Language (APL) in the undergraduate curriculum; and information systems. (EMH)

ED 112 916 IR 002 627

**The State Library Review, a Report from the State Library of Ohio 1974-1975.**

Ohio State Library, Columbus.

Pub Date 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Annual Reports, Federal Aid, Library Cooperation, Library Networks, \*Library Services, Outreach Programs, \*State Libraries, State Programs

Identifiers—\*Ohio

In a magazine format, the services and programs of the State Library of Ohio from July 1974 to June 1975 are reported. New programs such as the opening of the State Library Tower Center to meet changing government information needs and the Ohio-Morehead program to reach educationally and economically disadvantaged; new uses of technology within Ohio Libraries; and cooperative projects for resource sharing are described. A financial review outlines state library expenditures and grant programs. (Author/PF)

ED 112 917 IR 002 628

**A Report on PLANIT: One Stage of Completion. Final Report.**

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-TIE-EPP73-07319-A04

Pub Date Aug 75

Note—101p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Computer Assisted Instruction, Computer Programs, \*Instructional Systems, Participant Satisfaction, Program Descriptions, \*Program Effectiveness, Program Evaluation, \*Programming Languages, Surveys

Identifiers—\*PLANIT, Programming Language for Interactive Teaching

The narrative portion of this report describes the results of a recent survey of the users of PLANIT, a computer language designed to make computer-assisted instruction easier and more accessible to the user who is inexperienced with computers. The survey shows that with recent revisions in the system, user satisfaction has increased, but areas of user discontent still exist. Methods are suggested to make the system more effective. Included in the appendix of this document are a description of the PLANIT system, a discussion of its potential uses in the field of instruction, and an information brochure regarding its availability. (EMH)

ED 112 918 52 IR 002 629

**The Ohio Long Range Program for Improvement of Library Services as Assisted by the Federal Library Services and Construction Act (1975 Edition).**

Ohio State Library, Columbus.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 75

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Federal Aid, Libraries, Library Networks, \*Library Planning, \*Library Services, State Libraries, \*State Programs

Identifiers—Library Services and Construction Act, LSCA, \*Ohio

A comprehensive five-year program for library service in Ohio is outlined with particular reference to programs which can be assisted by the Federal Library Services and Construction Act (LSCA). Among the goals described are: Improving services in local libraries of all types, developing adequate network and backstoping capabilities, and improving state library capabilities.



ty. Other topics covered include: users and potential users of Ohio libraries and their needs, problems of Ohio libraries, and policies for the administration of LSCA funds. (Author/PF)

**ED 112 919 95 IR 002 630**  
**A Reference Potpourri: Proceedings of a Workshop at the Bay Area Reference Center, March 12 and 13, April 4 and 30, 1975.**

San Francisco Public Library, Calif. Bay Area Reference Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—43p.; Proceedings of Workshop (San Francisco, Calif., March 12 and 13 and April 4 and 30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Bibliographies, Information Needs, Information Services, \*Information Sources, \*Library Reference Services, \*Reference Books, \*Reference Materials, Workshops

Identifiers—BARC, Bay Area Reference Center

The types of reference question considered most difficult by the staffs of Northern California public library systems were the subject of a workshop conducted by the Bay Area Reference Center (BARC). The topics included: antiques and collectibles; identifying a poem from its middle line; how to make practically anything; how to repair various objects; finding business information; remodeling and repairing automobiles, trucks, and tractors; and using government documents to answer reference questions. Each BARC staff member took one problem area, compiled a bibliography, and prepared a short talk on the topic. Discussions concerning written library reference policies were conducted. Transcripts of the talks, the bibliographies, and a summary of the discussions are included in this report. (Author/PF)

**ED 112 920 52 IR 002 631**  
**Survey of Federal Libraries; Fiscal Year 1972.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NCES-75-184

Pub Date 75

Note—251p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01459-9; \$3.15)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—\*Government Libraries, Library Collections, Library Planning, \*Library Surveys, Military Organizations, \*National Libraries, Special Libraries, \*Statistical Data, Tables (Data)

The fourth study of federal libraries provided the first nearly complete statistical survey of all federal libraries in the continental United States and overseas. It was anticipated that the results of the study could serve as a landmark for future federal planning and as a guide for the library community in responding to related activities on the state and local levels. The survey identified 2,313 federal libraries. Data were collected on 2,145. Expenditures for reporting libraries totaled \$191,825,822. The report includes summary statistics for all libraries, separate treatment of the national libraries, detailed findings for 1,386 libraries providing individual responses, and aggregate data for other reporting libraries. In the appendices are given complete listings of the individual libraries queried, details of the survey methodology, and copies of the survey instruments. (Author/PF)

**ED 112 921 IR 002 632**  
**Ullom, Linda And Others**  
**Review of Programs and Services; Shelter Rock Public Library, 1975.**

Nassau Library System, Garden City, N.Y.

Pub Date Sep 75

Note—121p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Librarians, Library Administration, Library Facilities, Library Planning, \*Library Programs, \*Library Services, \*Library Surveys, Library Technical Processes, \*Program Evaluation, \*Public Libraries, Tables (Data)

Identifiers—Shelter Rock Public Library

A system study of the Shelter Rock Public Library was conducted using available documents, background statistical data, and site visits. The library was found to be a strong public in-

stitution. The study group's major recommendations included: reorganization of the staff into three major departments—public services, technical services, and circulation; reallocation of the library's interior spaces; increased professional staffing; creation of a collection development philosophy; and construction of a policy and procedures manual. (PF)

**ED 112 922 IR 002 633**

**Children's Books: Awards and Prizes. 1975 Edition.**

Children's Book Council, New York, N.Y.

Pub Date 75

Note—156p.

Available from—The Children's Book Council, 67 Irving Place, New York, N.Y. 10003 (\$4.95)

**Document Not Available from EDRS**

Descriptors—Awards, \*Booklists, \*Children's Books, Children's Literature, \*Directories, \*Guides, Illustrations, \*Publishing Industry

Identifiers—\*Book Awards, Caldecott Medal, National Book Awards, Newbery Medal

This is a compilation of honors awarded in the children's book field including major international and foreign awards of English-speaking countries. It is revised biennially. The awards are arranged alphabetically. Each entry includes a brief history of the award. With a few exceptions, all the winners from the first to the most recent as of June 30, 1975, are listed. Honor books are noted for the Newbery and Caldecott, Medals and "Other Finalists" for the National Book Awards. Illustrators are named only when the award is specifically for illustration or design. Addresses are given for sponsors of awards with permanent administrative offices. Publishers names are given in abbreviated form. (Author)

**ED 112 923 IR 002 634**

**Sim, Yong Sup**

**The Library Work Order Processing System: A New Approach to Motivate Employees and to Increase Production in the Technical Service Department of Mercer County Community College Library. Applied Educational Research and Evaluation.**

Mercer County Community Coll., Trenton, N.J.

Pub Date May 75

Note—23p.; Ph.D. Practicum, Nova University

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Clerical Workers, \*Job Satisfaction, Junior College Libraries, Librarians, \*Library Technical Processes, \*Library Technicians, \*Motivation Techniques, Organizational Change, Productivity, Program Evaluation, Records (Forms), Work Attitudes, Work Simplification

Identifiers—\*Work Order Processing System

After reviewing the current movement toward job enrichment, a system was designed for the technical services department of the Mercer County Community College Library. The Library Work Order Processing System, as tried between January and March, 1974, was designed to permit each worker more variety of jobs. The technical services department was divided into three levels: a librarian, a technical assistant, and three clerk typists. Under the new system, all jobs in the department were divided into small units so that a library assistant could finish a unit in a few hours or a day. Each unit carried a written work order with a detailed job instruction issued by the librarian, and each unit was to be finished by one person. The workers responsibility and a sense of the importance of the assigned work because they knew that their evaluation or promotion would be based on these work records. The three month experiment with the system was evaluated in three aspects: production statistics; absenteeism; and workers' job attitudes as measured in personal interviews. The results were considered outstanding on all three measures, and permanent implementation of the system was recommended. (Author/SL)

**ED 112 924 IR 002 635**

**Bruntjen, Scott**

**An Evaluation of the Components, Constitution, and Potential Effects of the Collection and Staff Formulas of the 1975 ACRL Standards for College Libraries.**

Simmons Coll., Boston, Mass. School of Library Science.

Pub Date Aug 75

Note—110p.; For a related document see ED 104

368

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*College Libraries, Doctoral Theses, Historical Reviews, \*Library Collections, Library Research, \*Library Standards, Library Surveys, \*Personnel, Questionnaires, \*University Libraries

Identifiers—\*ACRL Standards for College Libraries 1975

This study forecasts the probable percentage scores and letter grades that will be received by various types of academic libraries if the collection and staff formulas of the 1975 Association of College and Research Libraries (ACRL) Standards for College Libraries are used. The projected scores and grades are established through the use of information received from a nationwide random sample of libraries that come within the scope of the new standards. These collection and staff figures are accompanied by specific confidence and tolerance levels. An evaluation of the products of these formulas tends to substantiate the study hypotheses which states that the new standards are apt to move libraries toward a common level of mediocrity. Modifications needed to make the current formulas effective and suggestions for further standards' research are presented in the form of conclusions and recommendations. The study is based on survey data, as well as primary and secondary sources. Sixteen tables, a bibliography, and appendices on the ACRL standards and the survey forms and techniques are included. (Author)

**ED 112 925 IR 002 636**

**Brown, K. R., Ed.**

**Library, Documentation and Archives Serials. Fourth Edition.**

International Federation for Documentation, The Hague (Netherlands).

Report No.—FID-532

Pub Date 75

Note—209p.

Available from—Federation Internationale de Documentation (FID), 7 Hofweg, La Haye, Pay-Bas (The Netherlands)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Abstracts, \*Archives, Audiovisual Aids, \*Bibliographies, Books, Copyrights, \*Documentation, Indexes (Locators), International Organizations, Libraries, Library Education, \*Library Science, Publishing Industry, \*Scholarly Journals, Serials

Identifiers—Current Awareness

A listing of library, documentation, and archives serials contains 950 in-print items. An alphabetical list of 77 serials from international organizations is followed by alphabetical title lists from 79 countries, Argentina through Zambia. An additional section contains information about 58 abstracting, indexing, and current awareness services. Information given for each entry includes title, acronym, subtitle, former titles, sponsoring body or publisher, address, date of origin, frequency of publication, price, contents description, language of publication, indexing publications, and appropriate special information. The subject scope of the list encompasses all aspects of library science and services as well as subject specialties, audiovisual materials, preservation of books and archives, publishing and book trade, and copyright. Subject and title indexes are included. (LS)

**ED 112 926 IR 002 637**

**Drake, Miriam A.**

**Geosciences Library Survey.**

Purdue Univ., Lafayette, Ind. Libraries.

Report No.—RDU-75-04

Pub Date Jun 75

Note—45p.; Best copy available

Available from—Research and Development Unit, Purdue University Libraries, West Lafayette, Indiana 47907

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Audiovisual Centers, \*Library Services, Library Surveys, \*University Libraries, \*Use Studies

Identifiers—Geoscience Library, \*Purdue University

During the spring semester of 1975, a survey was taken of the faculty and graduate student users of the Geoscience Department Library at Purdue. This document supplies details concerning the data collection; it also summarizes conclusions and recommendations about the adequacy of services and the need for alterations and improvements. (EMH)

ED 112 927

IR 002 638

*Baker, Martha*  
**Audio-Visual Space Reorganization Study. RDU-75-05.**

Purdue Univ., Lafayette, Ind. Libraries.

Report No.—RDU-75-05

Pub Date Jul 75

Note—63p.

Available from—Research and Development Unit, Purdue University Libraries, West Lafayette, Indiana 47907

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Audiovisual Centers, Diagrams, \*Equipment Storage, Facility Planning, Facility Requirements, \*Facility Utilization Research, \*Instructional Materials Centers, Interior Space, \*Space Utilization, Statistical Data, Tables (Data), University Libraries, Use Studies

Identifiers—\*Purdue University

Space layout and work flow patterns in the Audiovisual Center at Purdue University were studied with respect to effective space utilization and the need for planning space requirements in relationship to the activities being performed. Space and work areas were reorganized to facilitate the flow of work and materials between areas, and equipment and material storage was reorganized to expedite retrieval and restocking. Ten diagrams show equipment circulation forms, paper flow, and plans of the rooms involved in the proposed change. Current plans, present and planned space requirements, and guide for the reorganization of equipment and media are appended. (Author/DS)

ED 112 928

IR 002 639

*Drake, Miriam A. Baker, Martha*  
**Audio-Visual Equipment Depreciation. RDU-75-07.**

Purdue Univ., Lafayette, Ind. Libraries.

Report No.—RDU-75-07

Pub Date Sep 75

Note—70p.

Available from—Research and Development Unit, Purdue University Libraries, West Lafayette, Indiana 47907

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Audiovisual Aids, \*Audiovisual Centers, Budgets, Cost Effectiveness, Equipment, Higher Education, \*Instructional Materials Centers, Library Collections, \*Library Expenditures, Library Research, \*Operating Expenses, \*Statistical Data, Tables (Data), University Libraries

Identifiers—\*Purdue University

A study was conducted at Purdue University to gather operational and budgetary planning data for the Libraries and Audiovisual Center. The objectives were: (1) to complete a current inventory of equipment including year of purchase, costs, and salvage value; (2) to determine useful life data for general classes of equipment; and (3) to determine book value, depreciation, replacement schedule, and annual replacement costs for the current inventory. Essential data on each piece of equipment were key punched and a computer program written to produce the following data for each group of equipment: (1) annual purchases in units and dollars, (2) annual depreciation, (3) current book value, and (4) annual scrap units or units to be replaced. Statistical tables were developed on useful life by class of equipment, annual depreciation of current equipment, book value and depreciation write off of audiovisual equipment. Annual summaries of purchases and depreciation for all equipment types and history of purchase of each class of equipment are included. (Author/DS)

ED 112 929

IR 002 640

*Drake, Miriam A.*  
**Circulation of Materials from Purdue University Libraries. RDU-75-06.**

Purdue Univ., Lafayette, Ind. Libraries.

Report No.—RDU-75-06

Pub Date Sep 75

Note—31p.

Available from—Research and Development Unit, Purdue University Libraries, West Lafayette, Indiana 47907

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Cost Effectiveness, Higher Education, \*Library Circulation, Library Collections, Library Expenditures, Library Materials, Library Research, \*Library Surveys, \*Resource Allocations, Statistical Data, Tables (Data), University Libraries, \*Use Studies

Identifiers—\*Purdue University

A study of the Purdue University Libraries was conducted to help allocate costs by user group and academic department. A circulation survey was taken to determine user identification. The sampling included reserve material used in the library, materials borrowed overnight or longer, and use of photocopy service. Copies of transaction cards were made and sent to data processing to be categorized by level, department, and library location. Results of the study were compiled in six statistical tables which indicate the number of loans by location, level of user, and school and department. (Author/DS)

ED 112 930

IR 002 641

*Howison, Beulah C.*

**Developing Self-Instructional Materials for NTIS Users.**

Wisconsin Univ. - Stout, Menomonie. Instructional Technology Services.

Pub Date 5 Nov 75

Note—82p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Adult Education, \*Autoinstructional Aids, Government Publications, Indexes (Locators), Indexing, Industrial Education, Information Centers, \*Information Retrieval, Information Seeking, Information Sources, Instructional Design, Resource Guides, \*Search Strategies, Technical Education, \*Vocational Education Teachers

Identifiers—Government Reports Announcements, Government Reports Index, \*National Technical Information Service, NTIS

A package of information was developed to inform vocational, technical, and adult education teachers how to find information relevant to their occupational interests. Instructions were provided for the use of three indexes: Government Reports Announcements (GRA), Government Reports Index (GRI), and National Technical Information Service (NTIS). GRA and GRI combine to afford the user access to government documents covering 22 subject fields. Documents are indexed by corporate author, subject, and personal author, contract number, accession report number. NTIS employs the same indexing system for documents concerning vocational, technical, and adult education, but as yet, the system has been sparsely used. Included is the script from a slide/tape presentation intended to increase interest in NTIS. (EMH)

ED 112 931

IR 002 642

*Martell, Charles*

**Document Availability and Use Patterns at the University of California, Berkeley Library: A Comparison with California State University, Sacramento.**

California Univ., Berkeley. Inst. of Library Research.

Report No.—ILR-75-004

Pub Date Jul 75

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—College Libraries, Higher Education, \*Interlibrary Loans, \*Library Circulation, Library Collections, Library Cooperation, Library Materials, Library Research, Library Services, Statistical Data, Tables (Data), \*University Libraries, \*Use Studies

Identifiers—California, California State University Sacramento, \*University of California Berkeley

A study was conducted of three key availability characteristics of material at the University of California (UC), Berkeley library system: (1) status of materials, (2) time required to obtain them, and (3) their location. These characteristics were examined in light of interlibrary loan criteria set forth in a major report on library cooperation by the Audits Division of the California Department of Finance. Circulation data gathered from the libraries of UC, Berkeley and California State University, Sacramento formed the basis for the examination. Using a classification algorithm developed by the Audits Division, it was ascertained that 82 percent of the books in the sample were high-use, while only 13 percent of the sampled books would have been available or eligible for interlibrary loan. It was determined that the highly dedicated delivery system recommended in the auditor's report could not be justified without a substantial revision of the resource sharing criteria. Statistical tables include status and location of materials, and use patterns. (Author/DS)

ED 112 932

IR 002 643

*Bourne, Charles P.*

**Annual Report, July 1974 to June 1975, Institute of Library Research, University of California, Berkeley.**

California Univ., Berkeley. Inst. of Library Research.

Report No.—ILR-75-005

Pub Date Jun 75

Note—67p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Abstracts, \*Annual Reports, Computer Science, Information Services, \*Information Systems, \*Library Automation, \*Library Research, Library Services, Library Technical Processes, Program Descriptions, \*Research Projects, Student Participation

Identifiers—\*Institute of Library Research, University of California

The Institute of Library Research (ILR) is a statewide organized research unit of the University of California (UC) whose activities have been directed toward the objectives of education, research and public service. During this reporting period the Institute underwent some significant changes, including a further separation of the University-wide Library Automation Program from ILR and a redefinition of the Institute's research scope toward long-range scholarly studies rather than focused studies of immediate interest to UC. This report summarizes the projects and activity of ILR for the period July 1974 through June 1975, including aid to university instructional programs, extension programs, sponsorship of seminars, and research programs on various aspects of computer applications to library processes. Other data in this report include ILR expenditures, funding, staff, publications, and five-year plan. (Author/SL)

ED 112 933

IR 002 645

*Lenkey, Susan V.*

**Art Historians of the Past, Rare Book Collections as Depositories of Primary Sources.**

Pub Date 2 Jul 75

Note—10p.; Paper presented at the American Library Association Annual Meeting (94th, San Francisco, California, June 29-July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Ancient History, \*Art, Authors, Books, \*History, Information Sources, Medieval History, Research, Speeches

Identifiers—ALA 75, Rare Books

Art historians of the present deal with the description, chronology, topography, and evaluation of works of architecture, sculpture, painting, and the minor arts. They connect works of art with sources and documents referring to their origin, their artists, and their techniques, and are interested in biographies and the reconstruction of the original environment of a work of art. Art historians of the past, on the other hand, did not call themselves by that name. They were poets, mimists, historians and chroniclers, architects, painters, naturalists, travelers, biographers, statesmen, members of the clergy, or private collectors, who in their writings touched one or another aspect of our present complex method of writing art history. By combining bits of information offered by authors from Homer to the 19th century, present historians can collect descriptive and historical information about ancient art works. Rare books are primary sources for such information. (Author/LS)

ED 112 934

IR 002 647

*Harris, William P. Rodgers, Ronald E.*

**Lincoln Laboratory LTS-35 Training System: Application to Teaching Essential Mining Skills. Technical Report No. 515.**

Massachusetts Inst. of Tech., Lexington. Lincoln Lab.

Spons Agency—Bureau of Mines (Dept. of Interior), Washington, D.C.

Report No.—USMB-HO-346079

Pub Date 15 Jul 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Adult Vocational Education, \*Computer Assisted Instruction, Individualized Instruction, \*Industrial Education, \*Industrial Training, Program Descriptions, Research Reviews (Publications), \*Teaching Machines, \*Technical Education

Identifiers—\*Lincoln Terminal System

The Lincoln Terminal System is described as a device with the capability to deliver technical information, to monitor student performance, and to assure learning in industrial training. The experimental hardware and the lesson material for the system were tested in two mine maintenance schools and the results show that: (1) student users of the system improved substantially on tests; (2) students found the material and the means of presentation acceptable; and (3) supervisors were favorable to the use of the system. Mine training instructors will proceed to format instructional materials for computer instruction. Field test results and sample lessons are provided. (EMH)

**ED 112 935** IR 002 648

*Bukoski, William J. Korotkin, Arthur L.*  
**Computing Activities in Secondary Education. Final Report.**

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 75

Note—177p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Computer Assisted Instruction, \*Computer Oriented Programs, Computers, Computer Science Education, Demonstration Programs, Educational Finance, Facility Utilization Research, Followup Studies, Instructional Innovation, Instructional Programs, Longitudinal Studies, Mathematics Instruction, National Surveys, Programming Languages, Public Schools, Science Instruction, Secondary Education

Identifiers—\*Project CASE

As a followup to a 1969 study, called Project CASE, a survey was initiated to determine to what extent computers are used in secondary public schools, and to discern to what extent computers affect the quality of education. Some 5,580 randomly selected schools were questioned about their use of computers; commercial computer manufacturers were queried about the availability of computer technology suitable for use in the secondary schools; the specific exemplary programs using computers were identified. For the period 1970-75, some major findings were: (1) the use of computers is expanding; (2) schools tend to use computers for both instruction and administration; (3) computer-assisted instruction is being used more but it continues to be employed predominantly in the instruction of computer science and mathematics; (4) with regard to administration, the computer is most frequently used for student accounting and resource management; and (5) BASIC has become the predominant language. The characteristics of schools using computers, the levels of their spending, and the sources of their funding are discussed. (EMH)

**ED 112 936** IR 002 649

*King, William A.*  
**A Comparison of Three Combinations of Text and Graphics for Concept Learning. Technical Report 76-16.**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-76-16

Pub Date Sep 75

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Animation, \*Computer Assisted Instruction, \*Computer Graphics, \*Concept Teaching, Educational Research, Intermodality Differences, Military Training, Teaching Techniques, Verbal Learning

Identifiers—PLATO IV, Still Graphics

Using PLATO, a computer-assisted instruction system, a test was conducted to see if students respond most favorably to an instructional package that included no graphic display, still graphic display, or animated graphic display. Forty-five students at the Naval Training Center, San Diego, were the subjects. With the learning of the sine-ratio concept as the instructional objective, three different instructional packages were written, employed, and posttested. Scores showed that including graphic displays does not improve conceptual comprehension. (EMH)

**ED 112 937** IR 002 650  
**Statistical Data Relating to Educational Media Services Provided by the Offices of the County**

**Superintendents of Schools in California, 1974-75.**

California State Dept. of Education, Sacramento. Bureau of Audio-Visual and School Library Education.

Pub Date 75

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Audiovisual Aids, Audiovisual Programs, Consultants, County School Systems, Educational Finance, Films, Financial Support, Instructional Films, \*Instructional Materials Centers, \*Instructional Media, Media Specialists, School Libraries, School Surveys, \*State Surveys, Statistical Data, \*Tables (Data) Identifiers—Audiovisual Holdings, California, Media Services

This statistical survey examines the distribution of the student population in public schools of the counties of California and the distribution and utilization of media resources in those counties for the year 1974-75. Consulting services, audiovisual materials, films, catalogs, sources of support, expenditures, contractual arrangements, and other financial data are considered. (DMH)

**ED 112 938** IR 002 651

*Freeman, Rose B. And Others*

**Development of Resources for Independent and Small Group Learning in a Core Curriculum. Final Project Report, June 1975.**

Saint Anselm's Coll., Manchester, N.H. School of Nursing.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.

Pub Date Jun 75

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Higher Education, Individualized Curriculum, Individualized Instruction, Instructional Innovation, \*Medical Education, \*Nurses, Program Descriptions

Identifiers—New Hampshire, \*Saint Anselm's College

The assistance of Department of Health, Education and Welfare and the Public Health Service, St. Anselm's College has undertaken a change in the structure of its nursing training curriculum. The instructor has been transformed from a dispenser of discrete parcels of knowledge to a manager of the learning environment, and the student has been converted from a passive recipient of lectures to an active seeker of knowledge to satisfy his own curiosity. In order to make the learning experience a rich one, extensive use has been made of individualized learning packages, small group activities, flexible classroom space, and a variety of audiovisual aids. (EMH)

**ED 112 939** IR 002 653

**What Business Education Teachers Want From Sponsored Films.**

Modern Talking Picture Service, New Hyde Park, N.Y.

Pub Date 75

Note—8p.

Available from—Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, New York 11040

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Business, \*Business Education Teachers, \*Films, Industry, Instructional Films, Secondary Education, Surveys, Teacher Attitudes, \*Vocational Education Teachers

Identifiers—Free Loan Films

A survey was made of 600 business education teachers in secondary schools about their preferences concerning the content, length, and style of free-loan educational films. Teachers were also asked to name the best such film they had seen recently. The results of the survey are reported in tabular form. (EMH)

**ED 112 940** IR 002 654

**Library Laws of Ohio in Force May 1, 1975.**

Ohio State Library, Columbus.

Pub Date 1 May 75

Note—117p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Budgeting, Court Doctrine, \*Financial Support, Historical Reviews, Law Libraries, \*Libraries, Library Expenditures, Property Taxes, \*Public Libraries, State Agencies, State Government, \*State Legislation, State Libraries, \*Tax Support, University Libraries

Identifiers—\*Ohio

State legislation on libraries in Ohio is presented in this report. An introductory chapter covers some of the major characteristics and provisions of these laws, in historical perspective and in the current state of public library organization, tax support, and financing. Federal library laws are reviewed, as is the role of the state library, and legislation concerning university and law libraries. Texts of Ohio's library laws are given, with references to other library-related legislation, attorney general's opinions, and court decisions pertaining to libraries. The state library board rules are provided. (SL)

**ED 112 941** 95 IR 002 655

*Rothenberg, Donna Morgan, Robert P.*

**Case Studies of Innovation in the Educational Service Sector.**

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—NIE-400-75-0026

Note—170p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Adoption (Ideas), \*Case Studies (Education), Change Strategies, Comparative Analysis, \*Computer Assisted Instruction, \*Diffusion, \*Educational Television, \*Elementary Education, Elementary School Students, Financial Support, Instructional Innovation, Preschool Children

Identifiers—Childrens Television Workshop, Institute Mathematical Studies Social Sciences, Sesame Street

A comparative analysis was made of two vastly different educational innovations: the children's television program "Sesame Street," and the computer-assisted instruction (CAI) programs of the Institute for Mathematical Studies in the Social Sciences. The study was complicated by their distinct objectives and by their widely different means of delivery. The Children's Television Workshop, creators of "Sesame Street," concentrated on an inter-city target audience but achieved a much broader appeal. The numbers of viewers have increased and there have been measurable gains in the viewers cognitive development. Conclusive results about CAI are not yet available because of its limited deployment and the constantly changing state of the technology. With the recent introduction of more reliable terminal hardware and more sophisticated instructional programs, computers are expected to become more effective and less expensive. (EMH)

**ED 112 942** IR 002 656

*Flinck, Rune*

**The Telephone as an Instructional Aid in Distance Education: A Survey of the Literature.**

Lund Univ. (Sweden). Dept. of Education.

Pub Date 75

Note—52p.

Available from—FHSC-Project, Department of Education, University of Lund, Fack, S-220 07 Lund 7, Sweden

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Adult Education, \*Dial Access Information Systems, Extension Education, \*Home Instruction, Literature Reviews, \*Teaching Methods, \*Telephone Communication Systems, \*Telephone Instruction

Identifiers—Sweden, Telelectures, Teletutoring

Literature on four methods to effectively use the telephone to reinforce two-way communication in instruction is comprehensively reviewed. A study conducted in Sweden using teleteaching, telelecturing, dial-access, and teletutoring is briefly discussed. A bibliography of 93 items is included. (DS)

**ED 112 943** 95 IR 002 657

*Mittel, Harold E., Ed.*

**An Examination of the Short-Range Potential of Computer-Managed Instruction. Conference Proceedings (Chicago, Illinois, November 6-8, 1974).**

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—NIE-C-74-0091

Note—86p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**



**Descriptors**—Achievement Rating, \*Computer Assisted Instruction, Computers, \*Conference Reports, Educational Research, Educational Technology, Higher Education, Individualized Instruction, Industrial Training, \*Instructional Technology, Military Training, Professional Training, Teaching Methods

**Identifiers**—Air Force Advanced Instructional System, Classroom Teacher Support System, Computer Managed Geometry, \*Computer Managed Instruction, HumRRO CMI, Navy CMI Systems, Ohio State University College of Medicine CAI, Program for Learning in Accordance with Needs, Project ABACUS, Project PLAN, Stony Brook CAI Laboratory

Adaptation of computers to instructional use in academic settings, the military, and industrial training provided the focus for this conference on computer managed instruction (CMI). Part 1 of the proceedings contains an orientation to computer managed instruction; Part 2 consists of brief descriptions of 23 CMI systems; and Part 3 is a summary of the conference evaluation. An article on the future role of the computer in basic education is appended. (CH)

**ED 112 944** IR 002 658  
**Programs of Media Centers Recommended for Visiting and Observation. Innovative Provisions and Practices in School Media Centers.**  
 New Jersey School Media Association, New Brunswick.  
 Pub Date 75  
 Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Audiovisual Aids, \*Computer Oriented Programs, Educational Radio, Educational Television, Elementary Secondary Education, Graphic Arts, \*Guides, \*Instructional Innovation, \*Instructional Materials Centers, Instructional Media, Librarians, Library Collections, Library Facilities, Library Services, Open Plan Schools, \*School Libraries  
 Twenty-one elementary and secondary school media centers in New Jersey are listed and special aspects of their media programs are described. Each school is identified by name, address, size, number of staff, and size of collection. In part 2 is an additional listing of New Jersey schools that have innovative provisions and practices in their school media centers. These include computerized library processes, security systems, special collections, graphics, open classrooms, integrated shelving, new construction or remodeling, radio stations, and television. (DS)

**ED 112 945** IR 002 662  
**O'Hara, Kathryn.**  
**The Reading Interests of Primary Children as Reflected in Their Library Choices.**  
 Indiana Univ., South Bend. School of Education.  
 Pub Date 15 Jul 73  
 Note—81p.; Not available in hardcopy form due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**  
**Descriptors**—Children's Books, \*Children's Literature, Elective Reading, Elementary Education, Library Circulation, Library Materials, Masters Theses, \*Reading Interests, \*Reading Research, Recreational Reading, \*School Libraries

A study was made to determine which books children borrowed, how many of these were quality literature, and what interests were revealed. This was accomplished by noting all books checked out during a two-month period in one elementary school library, and by designating as quality literature those books listed in the "Children's Catalog." Analysis of the data indicated that quality literature was chosen 33 percent of the time, that children tended to pursue certain favorite authors and characters, and that they also had a great interest in the Disney books, perhaps because children are familiar with Disney characters and products. (LS)

**ED 112 946** IR 002 663  
**Kirk, Thomas And Others**  
**Bibliographic Instruction in Academic Libraries; Edited Transcript of a Panel Discussion.**  
 Association of Coll. and Research Libraries. New England Chapter.  
 Pub Date Nov 74  
 Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*College Libraries, Financial Support, Higher Education, \*Library Instruction, Library Programs, Library Skills, \*Research Libraries, Speeches, \*University Libraries

A panel discussion on bibliographic instruction was presented by three librarians at a meeting of the New England Chapter of the Association of College and Research Libraries in November 1974. Defining bibliographic instruction as instruction in the use of library materials rather than library orientation, the panelists talked about the development of library instruction programs in academic libraries, from setting goals and objectives to evaluating the programs. The modes of instruction discussed included regular courses, course-integrated instruction, seminars and minicourses, and print and nonprint instructional units. (LS)

**ED 112 947** IR 002 664  
**Yankee Comments; Testimony Submitted to the National Commission on Libraries and Information Science, October 3, 1973, Boston, Massachusetts.**

National Commission on Libraries and Information Science, Washington, D. C.; New England Library Board, Hartford, Conn.

Pub Date 74  
 Note—343p.

**EDRS Price MF-\$0.76 HC-\$1.13 Plus Postage**  
**Descriptors**—Federal Legislation, \*Federal Programs, Government Role, Information Networks, \*Information Science, Interlibrary Loans, \*Libraries, Library Automation, Library Cooperation, Library Networks, National Libraries, \*National Programs, Regional Libraries, Technology

**Identifiers**—Library of Congress, \*National Commission Libraries Information Science, NCLIS  
 The New England Library Board presents the oral and written testimony given to the National Commission on Libraries and Information Science (NCLIS) at a hearing in Boston, Massachusetts, October 3, 1973. Witnesses include college, university, state, public, special, regional, and school librarians, as well as library trustees; educators; a mayor; researchers; a newspaper editor; and officials of information networks, state education offices, consortia, state library commissions, and commercial information services. Testimony centers around the topics of networking, priorities for service, national and regional resource centers, service in rural areas, new technology, interlibrary cooperation, the Library of Congress as a national library, federal legislation, and the role of state and federal governments. Witnesses represent the states of New Hampshire, Massachusetts, Maine, Rhode Island, Vermont, and Connecticut. A draft of the NCLIS national program of library and information service, dated October 1973, is appended. (LS)

**ED 112 948** IR 002 666  
**Agostino, Donald E. And Others**  
**Audience Analysis of a Special Format Radio Station. A Management Tool for Public Radio Programming.**

Indiana Univ., Bloomington. Inst. for Communication Research.

Spons Agency—Corporation for Public Broadcasting, New York, N.Y.

Pub Date Oct 75  
 Note—94p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors**—Audiences, Communications, \*Educational Radio, \*Higher Education, Mass Media, \*Media Research, Program Content, Program Design, Program Development, \*Programming (Broadcast), \*Radio, Statistical Data, Tables (Data), Universities  
**Identifiers**—Audience Analysis, Campus Radio Stations, Indiana University, Public Radio, \*WFIU FM

A study was conducted at Indiana University's WFIU-FM, a student operated training radio station; two measuring methods were utilized: (1) a listening diary, and (2) an audience-programmer. This study attempted to accurately survey the listening habits and programming preference of listeners and nonlisteners and also to develop, test, and evaluate the usefulness of a new programming technique. Statistical tables show: (1) distribution of listening by age, area, time of day, and program; (2) audience estimates expressed in percentages; and (3) programs designed by listeners. The survey diary and audience-programmer with stamps and instructions are appended. (Author/DS).

**ED 112 949** 95 IR 002 669  
**An Alerting Service Bibliography on Libraries and Media. Number Four.**

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Contract—NIE-C-74-0027

Note—10p.

Available from—ERIC Clearinghouse on Information Resources, Alerting Service Bibliography, November 1975, SCDT, Stanford University, Stanford, California 94305 (self-addressed, stamped (\$0.13) 9 x 12 inch manila envelope)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Annotated Bibliographies, Audiovisual Aids, Films, \*Information Science, \*Instructional Materials, Libraries, \*Library Science, Television

**Identifiers**—\*Bicentennial  
 This annotated bibliography cites 58 recently issued items in the areas of audiovisual aids, bibliographies, the Bicentennial, films, information science, instructional materials, and library science. Each citation gives ordering information as well as a bibliographic reference. (DS)

**ED 112 950** IR 002 672  
**Ortiz, Richard J. Connole, Thomas P.**  
**Bibliographic Searching: Main Entry Vs. Title Access. A Comparative Time Study.**  
 Pub Date Aug 73  
 Note—136p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors**—\*Bibliographic Citations, Comparative Analysis, \*Information Retrieval, Information Seeking, Libraries, \*Library Skills, \*Search Strategies

**Identifiers**—English Language Books By Title, Library of Congress, National Union Catalog

A timed comparison was made of two methods of searching. Five bibliographic searchers timed themselves while searching by possible main entries in the National Union Catalog. The authors then timed themselves searching the same items by title in the English Language Books by Title and in Library of Congress National Program for Acquisitions and Cataloging (LC NPAC) depository card file arranged by title. Comparisons revealed that, for a sample size of 771 items, searching by main entries in the National Union Catalog is 89.3 percent slower than searching by title in the LC NPAC file, and it is 84.8 percent slower than searching by title in the English Language Books by Title. (Author/EH)

**ED 112 951** IR 002 676  
**Beard, Marian And Others**

**The Improvement and Individualization of Computer-Assisted Instruction: Final Report.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 15 Sep 75

Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—College Students, \*Computer Assisted Instruction, Educational Strategies, \*Individualized Instruction, Individualized Programs, Instructional Design, Instructional Technology, Models, Program Descriptions, Programed Materials, Programed Tutoring, Program Evaluation, \*Programming, Second Language Learning, Vocabulary Skills

**Identifiers**—Algebraic Interpretive Dialogue, BASIC Instructional Program, Optimization of Learning

Four research projects were conducted on the improvement of individualized instruction. Two methods of teaching foreign language were examined. In the first, the computer stored a profile of the student's previous performance in German vocabulary, and it developed a strategy to teach the student additional German words. The second project tested the effectiveness of a special keyword association method to maximize the retention of Spanish and Russian vocabulary. The second two projects were computer-assisted courses in computer programming: Algebraic Interpretive Dialogue (AID), and BASIC Instructional Program (BIP). In both, the computer combines the student's history and the structure of the curriculum to construct the optimal teaching strategy. (EMH)

**ED 112 952** IR 002 677  
**Field Library Guidelines; A HUD Handbook.**

Department of Housing and Urban Development,  
Washington, D.C.  
Report No.—HUD-2265.3  
Pub Date May 75  
Note—95p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Government Libraries, Library  
Circulation, Library Collections, Library Equip-  
ment, Library Expenditures, Library Facilities,  
\*Library Guides, Library Materials, Library  
Material Selection, Library Planning, Library  
Reference Services, Manuals, \*Special Librar-  
ies

Identifiers—Department of Housing and Urban  
Development, HUD

This handbook contains policy and procedure  
guidelines for establishing and maintaining librar-  
ies for the Department of Housing and Urban  
Development (HUD) (in regional, area, and in-  
suring offices). In addition to delineating the re-  
lationship between these field libraries to the  
headquarters HUD Division Library, the text of-  
fers guidelines affecting: staffing, budgeting,  
physical planning, acquisition of materials, and  
the organization and circulation of materials. This  
document supercedes the Home Finance Agency's  
"Initiating and Operating Procedures for Re-  
gional Office Book and Periodical Collections."  
(EMH)

**ED 112 953** IR 002 680

Lowell, Mildred Hawksworth  
Library Management Cases.

Pub Date 75

Note—260p.

Available from—The Scarecrow Press, Inc., P. O.  
Box 656, Metuchen, New Jersey 08840 (\$8.50)

**Document Not Available from EDRS**

Descriptors—\*Case Studies, Librarians, \*Library  
Administration, \*Library Education, Library  
Science, Professional Education, \*Textbooks

This textbook attempts to introduce the case  
study method into the curriculum for training  
librarians. Cases are written with emphases on a  
stable activity-authority environment, good  
management and planning, proper response to in-  
ternal and external demands, and complex busi-  
ness game situations. Many cases are intended for  
role playing use. (EMH)

**ED 112 954** IR 002 695

Meredith, Joseph C.

Selective Dissemination of Microfiche Documents  
in a University Setting: Phase I. Final Report.  
Project CLR-561.

Governors State Univ., Park Forest South, Ill.  
Learning Resources Center.

Spons Agency—Council on Library Resources,  
Inc., Washington, D.C.

Pub Date Oct 75

Note—81p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Attitudes, College Faculty, Data  
Bases, \*Delivery Systems, \*Information Dis-  
semination, Information Retrieval, Information  
Sources, \*Library Services, \*Microfiche, Pro-  
gram Evaluation, \*University Libraries, Use  
Studies

Identifiers—\*National Technical Information Ser-  
vice, NTIS, Selective Dissemination of Infor-  
mation

A selective dissemination service (SRIM) of  
the National Technical Information Service (N-  
TIS) features semimonthly dissemination of  
microfiche copies of documents newly added to  
the NTIS collection, on the basis of interest  
profiles. The service was used to test a university  
subsystem wherein a number of individual  
profiles were combined and submitted to NTIS as  
a composite. Microfiche documents received  
were duplicated in sufficient copies to meet local  
distribution requirements, including one copy for  
library purposes. The study indicates the effect of  
local agency in stimulating and mediating the use  
of an SDI system, and the relative economy of  
local copying and redistribution of microfiche  
over direct ordering at current NTIS prices.  
SRIM is evaluated from the viewpoint of mid-  
dleman and of users engaged in science,  
technology, and higher education. The categori-  
cal structure in which the service is implemented  
is found wanting in the kind of precision, detail,  
definition, and stability needed to serve users in  
this sector. (Author/EMH)

## JC

**ED 112 955** JC 750 468

Watson, Rollin J.

Letters from Jessup: Notes on a Prison College  
Program.

Pub Date [75]

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Community Colleges, \*Correctional  
Education, \*Correctional Rehabilitation, Coun-  
seling, Financial Support, \*Junior Colleges,  
Library Services, Outreach Programs,  
\*Prisoners, \*Social Adjustment, Tuition

Identifiers—Essex Community College, Maryland  
(Jessup)

The Essex Community College (Maryland) full-  
time college program for maximum security in-  
mates at the House of Correction at Jessup  
evolved as a natural outlet for numbers of the  
high school graduates which the prison secondary  
school was producing. Students proved to be well  
prepared, highly motivated, and well received by  
other inmates and the security guards. Students  
were paid the same remuneration they would  
earn in state use industries. This money, supple-  
mented by federal grants, veterans benefits, and  
scholarship funds, helped to pay tuition costs.  
Despite the fact that the college and prison are  
located in different counties, inmates were per-  
mitted the in-county tuition rate, on a contract  
basis. A full range of library services was afforded  
to the inmate students by providing a computer  
print-out of college library resources and by sup-  
plying ordered materials by means of a regular  
van delivery service. While there was no budget  
available for a full-time college counselor, a  
select group of counselors were organized into a  
"pool" system. The program seemed to accom-  
plish two things: it engendered a feeling of self  
worth and pride in the inmate-students; it af-  
forded the students a new, positive perspective on  
traditional values and the institutions of society.  
(NHM)

**ED 112 956** JC 750 476

Handleman, Chester

Opinions of Selected Faculty Members on Cur-  
riculum and Instruction at Five South Florida  
Community Colleges.

Pub Date 75

Note—248p.; Ed.D. Dissertation, Nova University

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—Academic Achievement, \*Academic  
Standards, Administrative Policy, Basic Skills,  
College Curriculum, Community Colleges,  
Conventional Instruction, Educationally Disad-  
vantaged, Grades (Scholastic), \*Instructional  
Innovation, \*Junior Colleges, Questionnaires,  
\*Teacher Attitudes, \*Teaching Methods

The need for two-year colleges to accom-  
modate heterogeneous student bodies, including  
many underprepared and disadvantaged students,  
has resulted in the implementation of innovative  
teaching-learning approaches. In order to ascer-  
tain faculty attitudes toward innovative curricu-  
lum and instruction, 74 social science and En-  
glish/foreign language instructors at five Florida  
community colleges were interviewed and asked  
to complete a questionnaire, one section of which  
required objective responses, and the other sub-  
jective, open-ended answers. About 75 percent of  
the respondents, in varying degrees, indicated  
that the rate of innovation in community college  
curricula should be reduced, at least for the im-  
mediate future. Many of the respondents pointed  
out that many innovative teaching formats have  
resulted in such phenomena as academic grade  
inflation, erosion of academic standards (includ-  
ing reduced student ability to write and, thus, to  
succeed in formal subjective or written examina-  
tions), and too little emphasis on cognitive learn-  
ing. Respondents were not opposed to innova-  
tions per se, but felt that new formats should be  
required to prove themselves before their  
wholesale adoption. More uniform faculty and  
administrative policies are called for in order to  
prevent further erosion of academic standards.  
(NHM)

**ED 112 957** JC 750 492

Posner, George And Others

Program Planning in Two-Year Colleges: A Hand-  
book.

State Univ. of New York, Ithaca. Coll. of  
Agriculture and Life Sciences at Cornell Univ.;  
State Univ. of New York, Ithaca. Cornell Inst.  
for Research and Development in Occupational  
Education.

Spons Agency—New York State Education  
Dept., Albany. Bureau of Two-Year Coll. Pro-  
grams; New York State Education Dept., Al-  
bany. Office of Occupational and Continuing  
Education.

Pub Date Jun 75

Note—160p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Articulation (Program), Curriculum  
Planning, \*Decision Making, Educational  
Resources, \*Junior Colleges, Labor Market,  
\*Models, Program Content, Program Develop-  
ment, Program Evaluation, \*Program Planning,  
Program Proposals, Simulation, Student Enroll-  
ment, Systems Approach, \*Vocational Educa-  
tion

Part I of this document describes a model for  
occupational program planning in two-year col-  
leges. The planning process begins with an esti-  
mation decision, i.e., whether the program idea is  
worth investigating. This decision can be divided  
into seven sub-questions or systems: (1) Identity—  
what should be the general content of the pro-  
gram? (2) Articulation—does the program fit col-  
lege, local, regional, and state plans? (3) Re-  
sources—does the college have the resources to  
conduct the program? (4) Students—how many  
and what kinds of students will the program at-  
tract? (5) Employment—will graduates be able to  
obtain jobs commensurate with their training? (6)  
Support—will the program be supported within  
the college and community? (7) Evaluation—how  
will the program be evaluated? The second stage  
of the planning process is the precision phase,  
when the decision whether to implement the pro-  
gram is made. This phase requires a more  
rigorous investigation of the proposed program  
and involves four steps: strategy, detailed in-  
vestigation of the seven subsystems, assessment  
and decision, and, when necessary, the prepara-  
tion of a final program proposal. Part II of this  
document outlines the historical and theoretical  
context of the system, and Part III presents a  
simulation of the system at work. (NHM)

**ED 112 958** JC 750 502

Peterson, Gary T., Ed.

Staff Development; Mini Models for College Im-  
plementation.

De Anza Coll., Cupertino, Calif.

Pub Date Jun 75

Note—366p.; Proceedings of a conference,  
Squaw Valley, California, June 24-26, 1975;  
Not available in hard copy due to marginal  
legibility of original document

Available from—De Anza College Bookstore,  
21250 Stevens Creek Boulevard, Cupertino,  
California 95014 (\$10.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.**

Descriptors—Bibliographies, College Faculty,  
Conference Reports, Educational Needs, \*In-  
service Teacher Education, Instructional Im-  
provement, \*Instructional Staff, \*Junior Col-  
leges, \*Models, Problem Solving, Program  
Development, Resource Allocations, \*Staff Im-  
provement

One hundred twenty-seven participants at a  
June 1975 symposium in Squaw Valley, Califor-  
nia, made use of a prescribed problem-solving  
process in order to originate a number of parts of  
a total staff development effort for a simulated  
community college. The developmental stages in  
the process included brainstorming, needs assess-  
ment, resource specification, strategy develop-  
ment, evaluation, and redesign. The instructional  
strategy involved an interactive setting in which  
each of several small groups simulated a college  
committee confronting a sample staff develop-  
ment problem. Twenty-three problem situations  
are presented in this manual with selected tenta-  
tive solutions developed by the symposium study  
groups. Five position papers written by workshop  
consultants are included, which served as the  
theoretical and informational background for the  
symposium. These papers cover: (1) the need for  
staff development; (2) incentives for participation  
in staff development programs; (3) instructional  
development as a major ingredient of staff  
development; (4) specifying objectives, develop-  
ing strategies and evaluation; (5) instructional

design as a team process. Working forms and guidelines are included, and bibliographies and reference materials are appended. The workshop design is conceived as a prototype for organizing similar workshops on two-year college campuses. (Author/NHM)

ED 112 959 JC 750 503

Wiesenfeld, Laura Adina

**A Study of a Functional Approach to Defining Instructional Competencies and Measuring Faculty Performance in Medical Laboratory Technology.**

Pub Date 75

Note—146p.; Ed.D. Dissertation, Nova University

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Cognitive Processes, Evaluation Criteria, \*Faculty Evaluation, Humanism, In-service Teacher Education, Instructional Improvement, \*Junior Colleges, \*Learning Modalities, Medical Technologists, Student Opinion, Task Analysis, \*Teaching Quality, \*Teaching Styles

Identifiers—Classification of Instructional Competencies, Cognitive Mapping, Teaching Styles Inventory

In order to develop a humanistic approach to evaluating faculty, a pilot study was conducted of 27 students and 14 instructors in an associate degree program for medical laboratory technicians. Selected personal dimensions of the sample population were examined to chart each individual's personality, theoretical learning preferences, modalities of inference, and intellectual disposition. Faculty were additionally administered a Teaching Styles Inventory. The findings were utilized in an in-service training program which contrasted student and faculty learning styles with faculty teaching styles; as a result, faculty were committed to a more creative concept of quality and efficiency in teaching. Two strategies were employed in assessing the effectiveness of this commitment: first, students ranked instructors on a number of instructional practices; second, grade point averages were compared at entry and exit levels, revealing a significant rise. On the basis of information gained in the study, a Classification of Instructional Competencies was devised which categorized professional behaviors (technical, therapeutic, conative) in six areas (curriculum, instruction, evaluation, college service, professional activities, continuing education) into a series of detailed goal statements. A survey of the literature, bibliography, and cognitive mapping instruments are appended. (NHM)

ED 112 960 JC 750 511

**Unit Cost Analysis in the Public Community Colleges of Illinois: 1973-74 (FY 1974). Volume III, Number 5.**

Illinois Community Coll. Board, Springfield.

Pub Date Mar 75

Note—112p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Colleges, Cost Effectiveness, Educational Accountability, \*Educational Finance, Expenditure Per Student, Instructional Programs, \*Junior Colleges, \*Operating Expenses, \*Program Costs, School Accounting, \*Unit Costs

Identifiers—Illinois

The Unit Cost Study is an annual project involving the direct participation of all public community colleges in Illinois. Each college provides basic data on course offerings, enrollments, and costs in each instructional area to the Illinois Community College Board, which checks the data for consistency with apportionment claims and financial audits, then compiles the reports via a computer program. The effective implementation of the Uniform Accounting Manual by the colleges establishes reasonable continuity between classifications. The community colleges furnish data on midterm enrollments, course credits in semester hours, direct costs for instruction, and other departmental costs. Indirect costs are reported in total dollar amounts which are allocated to each instructional area on the basis of the proportion of course credit hours generated in the given area to the total credit hours generated by the college. The bulk of this report is made up of reorganizations of the data to show various interrelationships. The study is designed to provide information necessary to planning,

evaluation, and management. In addition, the study is an accountability report to the citizens of Illinois and to the citizens of each community college district. (Author/NHM)

ED 112 961 JC 750 512

Menard, Joseph W.

**Developing an Instrument for Evaluating Faculty by Students, Colleagues, and Administrators at Rhode Island Junior College.**

Pub Date 5 May 75

Note—55p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Evaluation Criteria, Evaluation Methods, \*Faculty Evaluation, \*Junior Colleges, Questionnaires, \*Rating Scales, Teacher Improvement

Identifiers—\*Rhode Island Junior College

This study was undertaken to devise a standardized faculty evaluation instrument which could be used by all departments at Rhode Island Junior College and which could be easily filled out by students, colleagues, and the department chairpersons of the instructor being evaluated. In order to ascertain the preferences of the college community regarding items which should be incorporated into such an instrument, two attitudinal questionnaires were designed and administered to 70 faculty members and a random sample of 200 students. One of the questionnaires related to preferred instrument format; the other to the characteristics essential to effective faculty performance. Among five alternative formats for the evaluation instrument, those polled preferred a multiple choice format. The selected characteristics of effective instructors closely paralleled the characteristics cited in the literature of the field. The developed instrument (which contains 50 items, with separate sections for students, advisees, faculty, and division chairpersons) is presented, as are both preliminary questionnaires and tables displaying questionnaire results. Pilot testing, revision, and college-wide implementation of the instrument are recommended. (RL)

ED 112 962 JC 750 513

White, John Franklin

**Foreign Study and the Community College.**

Pub Date [75]

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Advisory Committees, College Cooperation, Community Colleges, Followup Studies, \*Junior Colleges, Post Secondary Education, Program Length, \*School Surveys, \*Study Abroad, Transfer Policy, \*Travel

In order to examine the status of foreign study in American junior and community colleges, a questionnaire was developed and distributed to 225 institutions in the North Central Association of Colleges and Secondary Schools, eliciting an 80 percent level of response. Duplicate questionnaires were sent to Academic Affairs and Student Affairs offices in each of the community colleges polled. Results indicated that more than 50 two-year institutions in the survey region are in some measure involved in foreign study activity. Unfortunately, few community colleges engage in follow-up studies on students who take part in such programs, which hinders further programmatic development. Community colleges, unlike many senior institutions, tend to provide short-term programs abroad (under eight weeks). Most community colleges stated that foreign programs were "organized and administered by the institution in cooperation with private travel agencies." This plan seems to explain the decided travel rather than foreign study character of many community college programs, which tends to cause credit transferral problems with receiving senior institutions. The development of college-wide advisory committees and more interinstitutional cooperation between community colleges are recommended. (NHM)

ED 112 963 JC 750 514

Hoffman, Elise

**A Comparison of Team-Teaching and Audio-Taped Lectures with the Traditional Lecture Method.**

Pub Date 1 Dec 74

Note—45p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Comparative Analysis, Failure Factors, \*Junior Colleges, \*Lecture, National Competency Tests, \*Nursing, Questionnaires, State Standards, Student Certification,

\*Teaching Methods, \*Team Teaching, Vocational Education

Identifiers—Alvin Junior College

The high percentage of students failing State Board Examinations for licensure as registered nurses led to provisional accreditation being placed on the nursing program at Alvin Junior College (Texas). Teaching methodology was investigated as a possible contributor to these failures. A review of the related literature indicated that individualized, systematic teaching methods best facilitate the learning of medical-surgical nursing. A team-teaching method of instruction, supplemented with audio-taped lectures, was used in medical-surgical nursing classes in 1974 (77 students). Compared to classes the year before (73 students), when the traditional one-teacher lecture method was used, the experimental, team-teaching group scored significantly higher on the National League for Nursing tests for Medical-Surgical Nursing II. In addition, the proportion of students passing the State Board Examinations was significantly higher for the experimental group (94 percent) than for the control group (77 percent). As a residual finding, when a questionnaire was sent to all the graduates who had been in the experimental group, 83 percent of the respondents stated that they preferred the team-teaching approach. (NHM)

ED 112 964 JC 750 515

Johnson, Glenn R. Schmedemann, Luanne

**Improving Junior and Community College Instruction.**

Pub Date [75]

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Faculty, Community Colleges, \*Inservice Teacher Education, \*Institutes (Training Programs), Interaction Process Analysis, \*Junior Colleges, Questioning Techniques, Rating Scales, Student Teacher Relationship, Teacher Improvement, \*Teaching Skills, Teaching Techniques

Identifiers—Flanders Interaction Analysis

Twenty-five instructors from 11 different community colleges and 13 different disciplines participated in a six week institute at Texas A&M University, geared to improving teaching in junior and community colleges. The participants had an average of 5.08 years of experience in college level teaching, and all had at least a master's degree. Each participant received 15 contact hours of skill training in Flanders Interaction Analysis, a 10 category observation system which classifies any verbal statement made in a classroom by an instructor or student, thus facilitating study of teacher/student verbal interaction. The participants also engaged in microteaching experiences, concentrating on skills of fluency in asking questions, reinforcement, probing questions, and various higher order questions. This procedure allowed participants to focus on individual technical teaching skills. Other activities included audio-tutorial programs, multiple-choice test construction and test-item analysis, independent listening, assigned readings, behavioral objectives, small group discussions, and simulation. Evaluations collected throughout the program indicate that the training received by the participants contributed to changes in their attitudes, opinions, and behavior related to teaching effectiveness. (Author/NHM)

ED 112 965 JC 750 516

Rose, Claire Nyre, Glenn F.

**An Evaluation of the 1973-74 Instructional Development Grant Program.**

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Pub Date Jul 75

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*College Teachers, \*Curriculum Development, \*Incentive Grants, \*Instructional Innovation, Instructional Staff, \*Junior Colleges, Program Evaluation, Teacher Developed Materials, Teaching Methods

In order to encourage the professional instructional staff to develop innovative teaching strategies and techniques, the Los Angeles Community College District established an Instructional Development Grant Program (IDG) in 1973. This evaluation is based upon a variety of data sources: campus visits, surveys, telephone interviews, and data provided by IDG, including project proposals, final reports, lists of grants, and



interviews. Descriptions of individual projects, along with evaluations by the grantees, an analysis by college and amount of funds, and an analysis by objective are presented. The funding strategy for the IDG program was based on the assumption that a small amount of money (\$3,500 per grant) would be sufficient to stimulate faculty experimentation and, at the same time, allow a larger number of faculty projects. Recommendations include: an improved evaluation system for individual projects; a change in project emphasis from instructional resources; an increase in project visibility from one campus to another; steps to assure comprehensive, rather than individual, faculty development. Appended is the Instructional Development Grant Program Guide for 1975-76, which outlines IDG procedures. (NHM)

**ED 112 966** JC 750 517  
**Instructional Television Progress Report, 1971-74.**  
 Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.  
 Pub Date Oct 74  
 Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Broadcast Television, Delivery Systems, \*Educational Television, \*Enrollment Trends, \*Grades (Scholastic), Home Study, \*Junior Colleges

Educational television is one part of a coordinated instructional system which also utilizes faculty Course Advisors, texts, syllabi, and the instructional support services of the Los Angeles Community Colleges. Educational television extends access to students who are not enrolled in on-campus programs and provides an alternative mode of instruction for students who are attending classes on campus. Data for campus and television enrollments from 1970-74 are presented for five courses: Art 1, Astronomy 1, Geography 1, Health 10, and Psychology 1. The data reveal no significant decrease in enrollments on campus which could be caused by the television courses. The data also reveal that the distribution of grades earned by students enrolled in television courses does not vary significantly from the distribution of grades in on-campus sections of the courses. Graphic depictions of the data, which make up over half of this document, cover enrollments and grade distribution. Appended are tabular formulations of the same data. (Author/NHM)

**ED 112 967** JC 750 518  
**A Plan for Development of an Educational Telephone Network (ETN) to Extend Access to Educational Programs.**  
 Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.  
 Pub Date Oct 73  
 Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Cost Effectiveness, Course Evaluation, \*Delivery Systems, Educational Needs, \*Junior Colleges, Marketing, Models, \*Outreach Programs, \*Program Planning, \*Telephone Instruction

The outreach development process described in this document is designed to provide a model for planning and implementing a program to extend access to educational opportunity for members of the community served by the Los Angeles Community College District. There are four steps required to initiate such a program: (1) Identification—each college must identify the general types of organizational entities and population segments (private industry, residential areas, government agencies) within its area with a high potential need for general or specialized educational programs; (2) Qualification—a detailed examination of identified potential customers in order to select those best suited for analytical investigation; (3) Subdivision—a determination of the most accessible and desirable segment of the customer's educational needs in order to specify objectives and time frames and to forecast costs; (4) Implementation—the selection of a delivery system that best meets the needs of the target population. An educational telephone network is described as representative of a media-oriented delivery system which may be utilized in place of traditional classroom instruction. Appended are a summary of an evaluation of an educational telephone network course and a cost-effectiveness study. (Author/NHM)

**ED 112 968** JC 750 519  
 Kirk, Henry P.  
**A Report and Evaluation of Student Government at El Camino College, 1974-75.**  
 El Camino Coll., Torrance, Calif.  
 Pub Date Sep 75

Note—23p.; For a related document, see ED 099 009

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Junior Colleges, Junior College Students, Organizational Change, \*Program Evaluation, \*Student College Relationship, \*Student Government, Student Needs, Student Participation

Identifiers—El Camino College

A 10-month study by a select committee of students, faculty, and staff in 1973 resulted in a new form of student government at El Camino College (California). The new governmental format features five to seven member student councils in each of the 12 academic divisions of the College. Each of these 12 councils sends two representatives to an all-student Senate which attends to the interests and needs of the total student body. The Senate selects a president who is assisted by three vice presidents, relating to the areas of instruction, student personnel, and finance. This report summarizes some of the activities of the 12 divisional student councils and the Student Senate during the 1974-75 college year and identifies participants in the student government program. An evaluation of the program reveals that most of the recommendations of the select committee have been fully, or to some extent, implemented during the 1974-75 college year. In addition, former criticisms of student government have been relieved, while the objectives of the new government are being achieved. The new system provides increased opportunity for student input into the life of the college community, and its strength lies in the relationship which is developing between student government and the instructional program. (Author/NHM)

**ED 112 969** JC 750 520  
 Scott, David C.  
**Nursing Education Follow-Up Study—1974 R.N.s. a Year After Graduation.**  
 Bakersfield Coll., Calif.  
 Pub Date Sep 75  
 Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Continuous Learning, \*Followup Studies, Graduate Surveys, \*Health Occupations Education, Institutional Research, \*Junior Colleges, \*Nurses, \*Participant Satisfaction, Professional Continuing Education, Questionnaires, Vocational Education

A group of 41 registered nursing graduates of the 1974 class at Bakersfield College was surveyed in the summer of 1974 as part of a nursing education follow-up study. In the summer of 1975, the same group was surveyed again in order to compare the perceptions and aspirations reported by the graduates one year after graduation with those reported immediately after graduation. The 1974 survey had a 73.9 percent response rate, while the 1975 follow-up had a 60 percent response rate. The graduates had encountered no difficulty in finding employment. All but one were working in Kern County, and most of them expected to remain in Kern County. Acute hospital nursing was the present and anticipated future type of employment. All had encountered on-the-job orientation in their hospital jobs, and most felt it to be effective. The enthusiasm that the graduates exhibited toward the nursing program in 1974 had not diminished a year later. However, 57.1 percent did rate their total nursing program only adequate as it pertained to the real world. Most desired continuing education courses, particularly in coronary care. Most nurses were enthusiastic about their jobs. In view of the nursing shortage, an expansion of the nursing program is recommended. A sample of the questionnaire and cover letter is appended. (Author/NHM)

**ED 112 970** JC 750 521  
 Gibbs, Richard R.  
**An Assessment and Analysis of Selected Learning Modes Preferred by Students and Offered by Teachers.**  
 Pub Date Sep 75  
 Note—35p.; Ed.D. Practicum, Nova University  
**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Course Organization, Flexible Scheduling, Incidence, Instructional Innovation, \*Junior Colleges, Learning Modalities, Questionnaires, School Schedules, \*Student Attitudes, Student Needs, \*Teaching Methods, Teaching Techniques

Identifiers—Fresno City College

The degree to which Fresno City College (California) is meeting the curricular needs of its students is examined in this study of 234 students and 26 faculty. An analysis of student preferences toward 20 selected learning modes is compared to the amount of time which faculty devote to each. High correlation between preference and practice exists in the use of demonstrations, slides, discussion, small groups, tutorials, and programmed materials, while wide discrepancies occur in the areas of laboratory time, lecture method, homework, flexible course length, attendance options, and the availability of a modular calendar. Whereas faculty report that homework and lectures are the prime methods of instruction, students ranked these 15th and 20th, respectively. In addition, the student survey revealed a strong desire for greater flexibility both in the time spent in class and the length of the calendar; however, faculty rated these areas quite low. It is recommended that faculty be made aware of these discrepancies and be provided with incentives to modify their approaches to learning. A review of the literature dealing with faculty resistance to innovation is undertaken and survey instruments are included. (LO)

**ED 112 971** JC 750 522  
 Coole, Walter A. Reitan, Henry M.  
**Greenbook Abstract and Catalog--1.**  
 Pub Date Sep 75  
 Note—53p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Autoinstructional Aids, College Faculty, College Mathematics, Course Content, \*Curriculum Guides, Job Analysis, Junior Colleges, Philosophy, Program Descriptions, \*Programmed Materials, \*Self Directed Classrooms, Self Evaluation

Identifiers—\*Greenbook System, Skagit Valley College

This catalog is intended to be issued periodically as a means of extending and updating teaching materials which have been previously published through ERIC by these authors. The materials include the Alpha and Gamma levels of the "Greenbook System," pre-professional and entry in-service professional levels of an integrated sequence of five training programs for higher education professionals; an operational manual for the Open Classroom, an autoinstructional learning laboratory at Skagit Valley College (Washington); and several self-contained, programmed courses in philosophy and mathematics developed for this Open Classroom. The present issue of the catalog contains two sample task analyses for addition to the "Greenbook System" (ED 103 083 and 084), and two pages to be inserted in the Coach's Manual section of "Basic Open Classroom Documentation" (ED 103 086). A sample of work required for an optional "A" project is supplied for "Philosophic Heuristic Instruction I" (ED 103 087). "Oleanna Math Program Materials" (ED 103 088) is substantially updated in the areas of pre-algebra, intermediate algebra, and analytic geometry. A number of additional short units and quick reviews are supplied for "Oleanna Math Program Smorgasbord" (ED 103 089). Subsequent issues of the catalog will provide revisions and additions to these and further courses available through ERIC (see JC 750 523, 524, and 525). (BB)

**ED 112 972** JC 750 523  
 Coole, Walter A.  
**Philosophic Heuristic Instruction (PHI)—II.**  
 Note—106p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
 Descriptors—\*Autoinstructional Aids, \*Course Content, Courses, Critical Thinking, Curriculum Guides, \*Junior Colleges, \*Logic, Philosophy, \*Problem Solving, Programmed Materials, Programed Units, Self Directed Classrooms

Identifiers—\*Skagit Valley College

This publication contains a course outline and syllabus, self-study units, and testing materials finished and tested in the Open Classroom, an auto-tutorial learning laboratory at Skagit Valley

College (Washington). This self-contained course in informal logic is organized around problem-solving strategy and a collection of modules for extensive studies of informal logic and psychosynthesis. The course outline is designed to be used in conjunction with Vincent Ryan Ruggerio's "Beyond Feelings: A Guide to Critical Thinking" (1975). In this course, the student is expected to enhance his respect for rational problem-solving and develop discursive abilities. Suggested prerequisites for the course include: 11th grade reading level, fundamental compositional skill, dictionary usage proficiency, and ability to manage time and academic work without supervision. The first three units are subdivided into 31 constituent lessons, each of which takes about two hours to complete. At the end of unit III, there is an open-book, multiple-choice test. A fourth special project unit, additional optional project modules, and independent study modules in problem-solving and critical thinking complete the course materials. Student worksheets, answers to reading assignments, and test answers are furnished throughout. (NHM)

ED 112 973 JC 750 524

Coole, Walter A.

**Philosophic Heuristic Instruction (PHI)—III.**

Note—161p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Autoinstructional Aids, \*Course Content, Courses, Curriculum Guides, \*Junior Colleges, \*Logic, Philosophy, \*Programmed Materials, Programmed Units, Self Directed Classrooms

Identifiers—\*Skagit Valley College, Symbolic Logic

This publication contains a course outline, syllabus, and self-study units finished and partly tested in the Open Classroom, an auto-tutorial learning laboratory at Skagit Valley College (Washington). This self-contained course in elementary formal logic is designed for use in conjunction with Kalish and Montague's "Logic—Techniques of Formal Reasoning" (1964). Upon completion of this course, the student is expected to: (1) translate between ordinary literal English and formulations of symbolic logic, using Kalish-Montague notation; (2) construct valid derivations in the sentential and first-order predicate calculi; (3) lay a foundation for subsequent studies in mathematics as a systematic study of the properties of numbers; (4) learn how to study logic and mathematics independently. Although there are no formal prerequisites, it is recommended that the student complete a course in informal logic, read with considerable skill, and be able to interpret terse, non-redundant, literal English. The basic course is divided into four units, with a fifth optional unit available to students who wish to work for an "A" grade. All testing is done as the student proceeds from one unit to the next. For each unit of study, the student must perform one translation from English to logic and one derivation selected from the text. The basic course is expected to require about 165 hours. (NHM)

ED 112 974 JC 750 525

Coole, Walter A.

**Tiger Learning Skills.**

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Autoinstructional Aids, \*Basic Skills, \*Course Content, Courses, Curriculum Guides, \*Junior Colleges, Learning Laboratories, Listening Skills, Programmed Materials, Programmed Units, Self Directed Classrooms, \*Study Skills

Identifiers—\*Skagit Valley College

This learning skills program was developed for the Open Classroom, an auto-tutorial learning laboratory at Skagit Valley College (Washington). The four-unit course is designed to develop basic academic skills other than reading, including: (I) following instructions; (II) listening; (III) taking notes; and (IV) self-direction. The core course begins in a conventional small group format, meeting three days per week. After the completion of Unit III, the meeting schedule is reduced to once per week. Units I-III are scheduled to be completed early in the term, and are pursued outside the class meetings as homework. Unit IV begins at the first or second meeting without a fixed schedule of completion. Additional work, to be completed to achieve higher grades, is organized into the Tiger Learning

Project File. The masters for the file are supplied in this document on 8 1/2" by 11" stock, but copies may be cut to 5" by 8" card stock. The project file is designed to enable the student to apply his newly acquired learning skills to his ongoing course work. Thus, units are provided to correspond with the whole range of academic disciplines. Parts of the course syllabus are designed to be used in conjunction with two different textbooks and various recorded materials. (NHM)

ED 112 975 JC 750 526

Zarakov, Selma

**A Plan for: A Consumer Conference for Older Adults.**

Palomar Coll., San Marcos, Calif.

Pub Date 8 Oct 75

Note—29p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Conferences, \*Consumer Education, \*Junior Colleges, \*Older Adults, Program Evaluation, \*Program Planning, Senior Citizens, Workshops

Identifiers—Palomar Community College

This document provides a step-by-step description of the planning and implementation of a two day consumer concerns conference for older adults held at Palomar Community College (California). The bulk of the document is made up of practical discussions of such planning phases as facility selection and decoration, conference publicity, snack and luncheon serving, and speaker selection. In addition to the keynote speaker, Josephine Smith, more than 30 speakers conducted workshops, including: consumer fraud, mobile home park problems, nutrition, home security, drug buying, tax information, legal counseling, wills, estate planning, blood pressure, medicine, and medical quackery. Of about 250 conference participants, 76 were interviewed for conference evaluation purposes by a group of volunteers in conjunction with the class "Psychology of Aging." All of the workshop topics were well received, and 75 percent of the respondents indicated that they would attend another conference. Seventy-two percent said the conference met their expectations, and 42 percent said they would like several conferences at Palomar College. In response to questions dealing with curriculum planning, the respondents indicated more interest in enrichment courses than in those of academic value. (NHM)

ED 112 976 JC 750 527

Groves, Cecil L. Kennedy, Edward A., Jr.

**Career Counselor-Technician: A Progress Report.**

Southern Regional Education Board, Atlanta, Ga.

Inst. for Higher Educational Opportunity.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Mar 74

Note—83p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Career Planning, \*Counselor Training, Course Descriptions, Curriculum Development, \*Curriculum Guides, \*Human Services, Junior Colleges, Occupational Guidance, \*Sub-professionals, \*Vocational Counseling

This document describes the development of a model career counselor-technician curriculum at the junior college level. The initial steps taken included the organization of an advisory committee, the selection of Delgado Junior College as a sponsoring institution, the selection of a project director, and the proposal of a project budget. After establishing the need for a career counselor-technician, analyzing the availability and characteristics of potential students and faculty, selecting a curriculum model, and determining curriculum content, a prototype curriculum was developed. The prototype is designed to allow flexibility at any point in order to accommodate the needs of different locales. In order to avoid over-specializing the student and limiting his horizontal mobility, an occupational cluster or job-family approach is employed. However, the curriculum is sufficiently specialized to meet the demands of the employer as to job entry skills. Curriculum outlines and course descriptions for four specific human service programs now offered at other community colleges are presented as representative of current curriculum design in this field, along with course descriptions for the prototype career counselor-technician program.

A survey of the literature is included, as well as the proceedings of a 1973 seminar on career counseling. (NHM)

ED 112 977 JC 750 528

**Degrees and Certificates Awarded, Community Colleges: July 1, 1974-June 30, 1975.**

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-80

Pub Date Jul 75

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Associate Degrees, \*College Majors, \*Community Colleges, Degrees (Titles), Educational Certificates, Enrollment Trends, \*Junior Colleges, Liberal Arts Majors, Vocational Education

Identifiers—\*Hawaii

Data gathered throughout Hawaii's six-campus community college system shows that the number of diplomas awarded during 1974-75 totaled 1,782, an increase of 18 percent over the previous year. Growth was evident in all diploma categories: Associate in Arts degrees increased 15 percent; Associate in Science degrees increased 22 percent; and Certificates increased 7 percent. Vocational degrees represented 69 percent of the total granted, although vocational majors comprised only 38 percent of fall enrollment; the Associate in Arts degree accounted for another 29 percent, although liberal arts majors comprised 49 percent of fall enrollment. The graduates were evenly distributed by sex. Included are two tables showing the number of diplomas awarded by each campus since 1970-71 and the number and types of degrees conferred during 1974-75. It is suggested that the study might be helpful in assessing the effectiveness of various programs since student persistence to completion shows wide divergence particularly when vocational and liberal arts programs are compared. (LO)

ED 112 978 JC 750 529

Green, Sylvia N.

**A General Departmental Outline for Career Guidance and a Specific Outline for a Basic Career Planning Course at Pasadena City College.**

Pub Date Jun 75

Note—32p.; Ed.D. Practicum, Nova University. Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Planning, College Students, Curriculum Evaluation, \*General Education, Incidental Learning, \*Job Skills, \*Junior Colleges, Occupational Aspiration, Questionnaires, Student Opinion, Vocational Counseling, Vocational Interests

Identifiers—\*Pasadena City College, Student Occupational Plan Outline

A questionnaire designed to assess the degree to which general education courses at Pasadena City College (California) impart vocational skills was administered to 200 cooperative education students who had had courses in English, Social Science, Mathematics, and Life Science. Results showed that in none of the areas studied did students feel their vocational skills were significantly enhanced. Consequently, two occupational plan outlines were developed. The General Departmental Plan Outline is a checklist of occupationally related skills designed for use by individual instructors and is intended to aid them in recognizing the vocational aspects of their subject matter. The Student Occupational Plan Outline includes the names of tests, films, readings, and projects which the student can employ when attempting to define or achieve a vocational goal. The survey instrument and data are appended, as is a copy of the Pasadena City College student background information form. (LO)

ED 112 979 JC 750 530

**Handbook on Faculty Governance and Responsibilities, 1975-1976.**

Montgomery Coll., Rockville, Md.

Pub Date [75]

Note—264p.

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Administrative Organization, \*Administrative Policy, \*College Faculty, Contracts, Faculty Organizations, Fringe Benefits, Governance, \*Junior Colleges, \*Manuals, \*Personnel Policy, Teacher Responsibility, Tenure  
Identifiers—Maryland, \*Montgomery College

The content of this manual was recommended to the president of Montgomery College (Maryland) by the chairman of the Faculty Senate. Chapter I answers frequently asked questions of a personal or professional nature, e.g., contracts, student health, exams and emergency closing of the college. The other five chapters are extracted directly from the college's "Policies and Procedures Manual." Chapter II describes the basic structure of the Montgomery College faculty. The roles of the board of trustees, college president, faculty, and students are described, along with the composition, functions, and procedures of the Faculty Senate and all-college committees. Chapter III deals with personnel administration of the professional staff. Among the topics covered in this section are hiring practices, faculty tenure, salary scale, faculty responsibilities and teaching load, faculty evaluations, fringe benefits, and leave policies. The fourth chapter deals with the educational program, e.g., curriculum and program development. After a short chapter describing business and administrative operations concerning travel allowances and the procurement of supplies, the handbook deals with academic regulations, e.g., matriculation, graduation, course registration, and attendance. Appended are curriculum proposal procedures, organizational charts, and sample contracts. (NHM)

**ED 112 980** JC 750 531

**Part-Time Faculty Handbook, 1975-76.**

Montgomery Coll., Rockville, Md.

Pub Date [75]

Note—60p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Administrative Policy, \*Junior Colleges, \*Manuals, \*Part Time Teachers, \*Teacher Orientation, Teacher Responsibility

Identifiers—Maryland, \*Montgomery College

Since most of the part-time faculty at Montgomery College (Maryland) teach in the evening, communication with administrators, division chairmen, and department chairmen is often difficult. This handbook was compiled to summarize information useful to part-time faculty members. After a general introduction to the philosophy, objectives, and academic standing of the college, the manual describes the responsibilities and benefits of part-time faculty status. Descriptions of college procedures cover emergencies and academic administration, such as registration, examinations, grading, and counseling. A section on academic regulations covers admission requirements, the awarding of credits, transfers, graduation requirements, the grading system, program requirements, academic programs, class attendance, cheating and plagiarism, and petition and appeal. A format for proposing changes in academic regulations is appended. The final general information section covers absences, college facilities and special equipment, and college services. Appended are a week-by-week guide to faculty responsibilities and organizational flow charts. (NHM)

**ED 112 981** JC 750 532

**Ebersole, Jay F.**

**The Part-Time Student: Harrisburg Area Community College.**

Pub Date 11 Jul 75

Note—53p.; Ed.D. Practicum, Nova University; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS**

Descriptors—Adult Students, Age Groups, Day Students, \*Enrollment Trends, Evening Students, Females, \*Junior Colleges, Males, \*Part Time Students, \*Student Characteristics, \*Student Needs

Identifiers—Harrisburg Area Community College

In order to study part-time student data, every part-time student officially enrolled for the spring term, 1975, at Harrisburg Area Community College (HACC) in Pennsylvania was identified through college computerized records. Meanwhile, a comparison of enrollment trends was made from officially audited enrollment statistics covering the period 1970-75. This comparison depicted total enrollments, full-time and part-time equated students, and full-time and part-time enrollments. In addition, a hand count of the first 50 percent alphabetical sample of individual part-time student registrations was made to determine the ratios of daytime to nighttime students, and male to female daytime part-timers. The Nominal Group Process was applied to an

evening Education 101 class of part-time students to determine what problems such students experience at HACC. The part-time student enrollment at HACC has increased from 33 percent to 50 percent during the past five years. A survey of the related literature indicates that this trend is nationwide. Although the literature stereotypes the part-time student as an evening adult student, a large number of young daytime students are enrolled part-time at HACC. The author recommends that programs be developed to accommodate contemporary part-time student needs. (NHM)

**ED 112 982** JC 750 533

**Bass, Donald G., Ed. Smith, Larry, Ed.**

**A Study of Community Influence and Leadership.**

College of the Mainland, Texas City, Tex.

Pub Date Aug 75

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Community Characteristics, \*Community Leaders, \*Community Study, \*Field Experience Programs, \*Field Interviews, \*Junior Colleges, Power Structure, Student Projects

Identifiers—\*College of the Mainland, Texas (Texas City)

As a field learning experience, 14 students at College of the Mainland (Texas) examined the structure and components of community leadership in Texas City, Texas. The students were divided into two groups, under the direction of a humanities staff member. The first group, using the reputational study technique, asked community residents to identify the leaders in the community. The second group, using the decision analysis technique, approached leaders in public health, planning, zoning, education, and business. Each leader was asked what the most important decision made in the last five years in his particular area had been, and who had made that decision. After obtaining a list of 24 influentials, the two groups combined to interview the identified leaders. After discussing interviewing procedures, and role-playing both interviewer and interviewee, each student was assigned an interview. After the first round of interviews, the list of community leaders was narrowed to 13. Final interviews were conducted with nine of these leaders. The leadership emerged as loose, informal, and somewhat jurisdictional. It is hoped that the study findings will be of some use to the college leadership in planning community services. Copies of the project proposal and its "statement of use" are appended, as are copies of survey instruments. (NHM)

**ED 112 983** JC 750 534

**Carman, Robert A.**

**A Long-Term Study of the Efforts of Tutoring in Developmental Mathematics.**

Santa Barbara City Coll., Calif.

Note—49p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Comparative Analysis, \*Dropout Prevention, Educationally Disadvantaged, Grades (Scholastic), Individual Instruction, \*Junior Colleges, Longitudinal Studies, \*Low Ability Students, \*Remedial Mathematics, School Holding Power, Student Attitudes, \*Tutoring

Identifiers—Santa Barbara City College

Low ability freshmen enrolled in a 1972 fall semester remedial mathematics course at Santa Barbara City College (California) were randomly divided into three groups: (1) a control group comprised of 62 students meeting for one hour per week in small subgroups to study programmed materials; (2) a classroom tutoring group comprised of 67 students meeting weekly in small subgroups, with class time divided between programmed materials and tutoring by trained, experienced tutors; and (3) a total tutoring group comprised of 61 students enrolled in weekly small group sessions like those for group two, but with all students receiving from one to five additional weekly hours of tutoring at other times. At the end of the semester, each student was interviewed using a structured interview technique. Neither course grades nor GPAs differed significantly among the three groups. However, significantly fewer students in the tutored groups withdrew from the course. In addition, the structured interviews showed that student attitudes in the tutored groups were significantly more positive toward both mathematics and all other courses. The pattern of increased per-

sistence and positive attitude of the tutored group continued during the two years following tutoring. Data are organized into charts and tables, and a bibliography is appended. (NHM)

**ED 112 984** JC 750 535

**New Horizons in Cooperative Education: Project Report [July 1, 1974-June 30, 1975].**

San Mateo Community Coll. District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-J-0042JG

Pub Date [75]

Grant—OEG-0-74-2450

Note—74p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Cooperative Education, Curriculum Development, Educational Alternatives, \*Junior Colleges, Program Descriptions, Vocational Development, \*Work Experience Programs

Identifiers—San Mateo Community College District

The cooperative education programs provided by the three community colleges which comprise the San Mateo Community College District (California) offer three alternative plans: (1) Alternate Semester—two students hold one full-time job during the year, each spending one semester on campus and one off campus; (2) Parallel-concurrent part-time work experience and on-campus classwork; (3) New Careers—a career development plan for evening students who hold full-time jobs. The New Horizons in Cooperative Education project was designed to research and develop a number of innovations in cooperative education, including measurable learning objectives on the job, comprehensive liberal arts/vocational programs, improved methods of sharing results, and trends of the future. This report evaluates the effectiveness of the project in terms of 18 factors (student retention, academic success, cost effectiveness, etc.). As a means of providing information about various innovations occurring within this project, a sampling of information is provided throughout the remainder of the report in the form of 11 Progress Indicators. These brief sections provide a closer look at selected New Horizons activities. (NHM)

**ED 112 985** JC 750 536

**Christensen, Frank A.**

**Final Report to the Cooperative for the Assessment of Experiential Learning.**

William Rainey Harper Coll., Palatine, Ill.

Spons Agency—Cooperative Assessment of Experiential Learning Project, Princeton, N.J.

Pub Date Jun 75

Note—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Activity Learning, \*College Credits, \*Evaluation Methods, \*Junior Colleges, \*Learning Experience, Special Degree Programs, Student Evaluation, \*Student Experience, Work Experience

Identifiers—\*Experiential Learning, William Rainey Harper College

This report presents guidelines developed by a task force at William Rainey Harper College (Illinois) for translating experiential learning into academic credit. Introductory sections describe the institutional commitment to granting credit for non-traditional learning experiences, a new related Associate in Liberal Studies degree, the current national interest in the open college concept, and the makeup and methodology of the task force. The body of the report, presented as an Appendix, contains the documents generated by the study, including: (1) a statement of philosophy and rationale; (2) separate sets of instructions to faculty and students describing their respective roles in the crediting process; (3) delineation of the stepwise procedures to be followed by students seeking credit for experiential learning; (4) suggested format for the student-generated portfolios; and (5) guidelines for the documenting of such learning experiences as military service, licensing, hobbies, employment, etc. (LO)

**ED 112 986** JC 750 537

**Frerichs, Marian L.**

**Relationship of Age, Marital Status, and Work Experience of Community College Nursing Students to Grades.**

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**



**Descriptors**—Academic Achievement, \*Age Differences, Analysis of Variance, Aspiration, Community Colleges, Females, Grade Point Average, \*Grades (Scholastic), \*Junior Colleges, \*Marital Status, \*Nursing, State Surveys, Tables (Data), Work Experience

**Identifiers**—Illinois

To investigate differences in academic success due to age (younger or older than age 23), marital status, and nursing experience, a three-way analysis of variance was performed on the grade point averages of 1,435 female nursing students enrolled in 22 Associate Degree Nursing (ADN) programs in Illinois. The sample, representing over 90 percent of the students enrolled in ADN programs, were generally from middle and lower-middle socioeconomic backgrounds, but students from all areas of Illinois and the full range of ethnic groups were included. Students in the older age range achieved GPAs approximately one grade point higher than the younger subjects. Similarly, married women achieved GPAs one grade point higher than their single counterparts. However, the GPAs of those with previous nursing experience as compared to those without experience were almost identical. On the second order interaction, older married women without experience had significantly higher GPAs than older married women with experience. The author associates the results of this study with the need for nursing students to make a definite commitment to their field of study. Data are organized into three tables and charts. (Author/NHM)

**ED 112 987** JC 750 538

Tamburello, G. B.

**Pensacola Junior College Educational Support Development Plan for the Aging and Aged.**  
Pub Date Aug 75

Note—55p.; Ed.D. Practicum, Nova University

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Continuous Learning, Counseling, Delivery Systems, Financial Support, \*Geriatrics, \*Junior Colleges, Nursing, \*Older Adults, Paramedical Occupations, \*Program Development, Retirement, School Community Programs, \*Senior Citizens, Vocational Education

**Identifiers**—\*Pensacola Junior College

This report recommends three general categories of involvement in the development of educational programs for the aging and aged at Pensacola Junior College (Florida). (1) Pre-retirement Education: courses should include the psychology of aging, family structures, estate planning, federal laws that affect the elderly, employment opportunities, and leisure time activities. Pre-retirement counseling programs should be developed. (2) Continuing Education: a comprehensive campus-based education program for the aged should involve free transportation, convenient locations, and flexible hours; similar courses should be offered at nursing homes, senior citizens centers, and community schools. Enrollment should be increased in vocational education programs which could lead to rewarding second careers or part-time jobs. (3) Para-professional Gerontology Programs: existing nursing courses should place greater emphasis on dealing with older people, special seminars on dealing with the aged should be offered, and an in-service training program should be developed in nursing homes. A two-year associate degree and certificated programs in geriatric care should be established. The report concludes with a discussion of possible federal, state, local, private, and public funding sources. (NHM)

**ED 112 988** JC 750 539

Jacobs, William J. Dana, Alvin H.

**Community College Inmate Student Assessment Personality and Educational Activity Project Report.**

Pub Date 75

Note—32p.; Prepared for Joint University of Florida/Florida State University Off-Campus Graduate Degree Program

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Aspiration, \*Correctional Education, \*Curriculum Development, Educational Interest, \*Junior Colleges, Personality Studies, \*Prisoners, \*Psychological Testing, Questionnaires

**Identifiers**—California Psychological Inventory, Florida, Lake City Community College

The California Psychological Inventory was administered to 175 Union Correctional Institution inmates enrolled in the college level program offered by Lake City Community College (Florida). Useable data pertaining to personality characteristics, self-image, values, and general expectations were obtained from 151 inmates who were eligible for the program. In addition, a questionnaire was designed and administered to obtain data pertaining to the inmates' personal, educational, and incarceration histories and their personal goals. The psychological profile indicates a need to enhance the inmates' concepts and understanding in the areas of responsibility, tolerance, socialization, self-concept, and personal well-being. Curriculum development in these areas is recommended. Interest in courses as indicated by the inmates suggests curriculum expansions in English, drama, speech, and human relations. An exceptionally high level of interest in the business area suggests a need for increased course offerings in this field as well. A review of the literature is included, the questionnaire is appended, and data is organized into table form. (Author/NHM)

**ED 112 989** 95 JC 750 540

Ferguson, L. G. And Others

**The Assessment of Adult Needs; Phase I of Multi-County Assessment of Adult Needs Project (MAP).**

McLennan Community Coll., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-V-0094VA

Pub Date 75

Note—204p.; For a related document, see JC 750 541

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—\*Adult Education, \*Community Attitudes, \*Community Surveys, Demonstration Projects, \*Educational Needs, Field Interviews, Instructional Programs, \*Junior Colleges, Program Planning, Publicize, Questionnaires, Tables (Data), Vocational Education

**Identifiers**—\*Needs Assessment, Texas (Waco)

In order to assess the felt needs and interests of the local population and business community relative to education and training, a survey was designed and implemented in the four-county area surrounding Waco, Texas. This volume, part one of a three part series documents the work done in developing and conducting the community needs assessment survey; and provides a data base to be used by adult education planners. Primary sampling units of approximately equal population size were developed based on census tract data. Respondents were limited to persons 15 years of age or older, present in the residence, and agreeing to participate in the survey. In order to realize a total of 145 potential clients among the respondents, 750 interviews were planned. Interviewers were trained using the manual appended to this report, and participated in a two-day training workshop. The 89 survey questions generated responses concerning the extent of knowledge about the availability, cost, and entrance requirements of adult education programs, obstacles and inducements to enrollment, interest in specific program types, attitudes toward instruction and classroom practices, effective advertising methods, and attitudes toward adult education and vocational education. The survey instrument is appended, along with tabulated responses by demographic sub-groups. (NHM)

**ED 112 990** 95 JC 750 541

Ferguson, L. G. And Others

**The Assessment of Business and Industry Needs; Phase II of Multi-County Assessment of Adult Needs Project (MAP).**

McLennan Community Coll., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-V-0094VA

Pub Date 75

Note—97p.; For a related document, see JC 750 540

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Business, Curriculum Planning, \*Employer Attitudes, Employment Opportunities, Employment Practices, Industry, Job Training, \*Junior Colleges, Labor Market, \*Manpower Needs, \*Occupational Surveys, Program Planning, Questionnaires, Statistical Data, \*Vocational Education

**Identifiers**—\*Needs Assessment, Texas (Waco)

In order to assess the felt needs and interests of the local population and business community relative to education and training, a survey was designed and implemented in the four-county area surrounding Waco, Texas. This volume, part two of a three part series, documents the work done in developing and conducting the business and industry employee-skill needs survey, and provides a data base to be used by curriculum planners. The survey instrument was used in 127 interviews with business and agency executives from widely differing business, manufacturing, and human service concerns. The survey instrument, which is appended to this report, consists of 33 questions to obtain data in each of the following categories: (1) general information; (2) employee information, including the number of full and part-time employees, sex, desirable education level, and starting salary; (3) entrance requirements, including age and educational prerequisites, and previous job experience; (4) problems, including hiring problems, and skill training needs of new employees; and (5) supportive educational programs. Responses are tabulated and charted. Appendices include lists of the interviews conducted and a code manual to aid in categorizing independent responses for data processing purposes. (NHM)

**ED 112 991** JC 750 542

Brown, James L.

**Backgrounds and Characteristics of New Full-Time Community College Faculty Members.**  
Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Beginning Teachers, College Teachers, Community Colleges, Degrees (Titles), Faculty Recruitment, \*Junior Colleges, Questionnaires, \*Teacher Background, \*Teacher Characteristics, \*Teacher Education, Teacher Placement

This paper reports the results of an 11 item questionnaire designed to ascertain the personal characteristics and backgrounds of newly-hired faculty in the 19 state North Central region. Useable responses were obtained from 406 full-time community college faculty who were hired for the 1973-74 school year. Ninety-six percent were white, 57 percent were male, and the vast majority (76 percent) were under 40 years of age. More than half were teaching in allied-health, vocational-technical, or business-data processing areas. Seven percent held earned doctorates, while another 53 percent had completed work on a master's degree; the remaining 40 percent had less formal education, including 34 individuals who did not have a bachelor's degree. Prior contact with community colleges was limited, although 42 percent held community college teaching certificates. Nearly half of the respondents indicated that they learned of the position through the grapevine, and many others were contacted directly by the college; formal placement offices and programs were rarely cited as having played a role in obtaining the positions. Most individuals felt that previous work experience was the most influential factor in securing their job. A copy of the questionnaire is attached. (LO)

**ED 112 992** JC 750 543

Larson, Howard B., Ed. Olwang, Steven G., Ed. **Proceedings: Conference on Compensatory/Remedial Education, April 3 and 4, 1975. Occasional Paper No. 24.**

Washington Univ., Seattle. Center for Development of Community Coll. Education.

Report No.—Occas-Pap-24

Pub Date Jun 75

Note—67p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Affective Behavior, Compensatory Education, Conference Reports, Individualized Instruction, \*Junior Colleges, \*Learning Laboratories, Learning Processes, Reading Level, \*Remedial Instruction, \*Remedial Reading, Study Habits, Writing Skills

The intent of this annual conference is to provide a medium of exchange for practitioners in the field, with each person acting as a resource person for the others. To provide topical focuses, two presentations were made: Dr. Joan Roloff discussed "The Place of the Learning Center in Remedial/Compensatory Education in Community Colleges," and Dr. Henry Foa discussed "The Affective Component of Study." Dr. Roloff typifies the new wave of remedial instruction, per-

sonalization of teaching. The concept of incorporation of the classroom setting with individualized instruction in the learning center, utilizing the discipline instructor, as well as the specialist, widens the impact of educational aid available to the student. Dr. Fea examines six affective elements of study which yield evidence that the affective component may be more potent than the cognitive component. His categorizations include: the unfinished task, busy work, remembering and forgetting, time planning, rationalization, and personalization of material. The majority of the conference was planned as group discussion with four designated topics: reading, mathematics/science, English, and developmental centers. Two paper s are included on reading. The first discusses content areas and informal diagnosis of level of reading attainment, and the second provides a confluent reading/writing fundamentals curriculum. (NHM)

**ED 112 993** JC 750 545

*Losak, John*

**The Myth of Rational Evaluation.**

Pub Date 14 Apr 75

Note—12p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Accountability, \*Administrator Evaluation, \*Bias, \*Evaluation Methods, \*Junior Colleges, \*Management by Objectives, Organizational Climate, Peer Relationship, Performance Criteria, Personality

A management by objectives approach to evaluation develops performance objectives as a means of minimizing the bias related to individual judgment. This paper focuses on three variables which contribute to the presence of subjectivity in performance evaluation. The first of these is psychological and includes such factors as judgment, power relationships, and the influence of rumor. If "getting along with others," a category which can only be judged subjectively, is omitted as a performance objective, assessment is neglected on the criterion most often at the heart of dismissal. Judgment also enters the evaluation process when performance objectives are being set, and when assessing how well the administrator has achieved his objectives. The second variable which contributes to subjectivity is the atmosphere of the college. Socioeconomic and political variables must provide adequate time for the long and demanding evaluation process, and the atmosphere of the college must favor those who participate. Third, factors external to the college, e.g., laws which mandate achievement of balance in ethnic or sex categories, and supply and demand of administrators play a subtle, but significant, role in reducing objectivity. (NHM)

**ED 112 994** JC 750 546

*Alfred, Richard L.*

**Community Intervention in the Community College.**

Pub Date Jun 75

Note—21p.; Based on paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Community Control, \*Community Influence, \*Community Involvement, Decision Making, Educational Planning, Financial Support, \*Junior Colleges, Pilot Projects, \*School Community Relationship

Previous and present relationships between colleges and their communities are examined to determine the various forms of intervention, both social and economic, that will shape this relationship in the future. Four forms of community intervention are identified. (1) By its participation in college programs and services, the community is the primary determinant of institutional success. (2) Two-year colleges must rely on local and state support for their operating revenues. (3) College development can be influenced through community support on key financial issues. (4) College resources, staffing, and facilities depend on community-initiated legislation. These identifications lead to a series of recommendations that will need to be implemented if the challenge of community-based education is to be met successfully. (1) There must be an expansion of community involvement in the institutional decision making process. (2) Research and

planning techniques must be applied to the assessment of community need for nontraditional programs. (3) Community-based pilot programs should be started in carefully selected off-campus locations. (4) Participative systems of management should be implemented in community learning centers. (5) Authority for control over decision making and policy making in the learning centers should be vested in the community. (NHM)

**ED 112 995** JC 750 547

*White, John Franklin*

**Honors in North Central Association Community Colleges.**

Pub Date Apr 75

Note—8p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administrative Organization, Financial Support, \*High Achievers, \*Honors Classes, \*Honors Curriculum, Independent Study, \*Junior Colleges, Rural Schools, \*Superior Students

In order to examine current institutional programming for the high achievement student, questionnaires were sent to 225 community colleges accredited by the North Central Association of Colleges and Secondary Schools. The survey considered the basic concerns of honors programming—organization, operations, staffing, student selection, financial support, and evaluation. Seventy-eight percent of the institutions responded, revealing that about 10 percent (25 institutions) have operationally-defined honors programs, and that nearly 50 percent (82 institutions) have some sort of provision for superior students. Honors programs occur most frequently in rural community colleges, and least frequently in newer, nontraditional suburban colleges. The administration of honors programs is usually through the academic affairs rather than the student affairs sector of the college. Although institutions reporting honors activity indicate a yearly average of four honors class sections, many institutions report "independent study" as an honors option. Honors enrollments are generally tallied by instructional departments, with a yearly mean enrollment of 45. (NHM)

**ED 112 996** JC 750 548

*Teraz, Carol E. Ruth, Monty W.*

**KOCE-TV Needs-Assessment Surveys: Audience Analysis Telephone Survey.**

Coast Community Coll. District, Costa Mesa, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.

Pub Date Aug 75

Note—120p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Community Attitudes, \*Community Surveys, Demography, \*Educational Television, \*Junior Colleges, Programming (Broadcast), Questionnaires, Television Curriculum, \*Television Surveys, \*Television Viewing

Identifiers—\*California (Orange County)

A random sample of 3,847 residents of Orange County (California) were contacted during fall 1974 for the purposes of assessing the county's public television (PBS) viewing habits and the general awareness of and interest in televised courses for credit. This survey, conducted in the interest of KOCE, a public UHF station owned and operated by the Coast Community College District, follows a similar survey conducted in the fall of 1973 (see ED 091 015). The broad areas covered in the survey are: (1) demographic characteristics of Orange County residents; (2) public TV viewing habits; (3) quality of UHF reception; (4) number of TV sets in the household; (5) the extent of subscription to cable TV; (6) hours of daily TV set operation; (7) personal characteristics of the KOCE viewing audience; (8) the names of PBS programs actually mentioned; (9) reactions to television courses; (10) suggestions for additional television courses; and (11) the responses of the Spanish-speaking audience. Appendices include 42 tables of data, the questionnaire, and the summary and questionnaire from the 1973 survey. (LO)

**ED 112 997**

JC 750 549

*Gell, Robert L. Jones, Robert F.*

**The Employers II: A Survey of Employers Who Have Hired Career Program Graduates of Montgomery Community College.**

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date 75

Note—34p.; For a related document, see ED 097 927

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Associate Degrees, \*Employer Attitudes, Employment Qualifications, \*Followup Studies, Job Skills, \*Junior Colleges, Questionnaires, Technical Education, \*Vocational Education, \*Vocational Followup

As part of a student follow-up system, a survey was conducted of employers of 1973-74 career program graduates of Montgomery College (MC). The survey was divided into three major areas: the value of an associate degree in the working world, an evaluation of the job preparation given to MC graduates, and suggestions for improvements in individual curricula. Although there were 280 graduates of career curricula, only 96 of them (34 percent) gave permission for their employers to be contacted. The 77 responses represent an 80 percent return rate. Graduates were working to a great degree either for private firms or local government agencies, primarily in Montgomery County. While most of the employers employ other two-year college graduates, the majority of them indicated they did not give preference to associate degree holders. On the other hand, earning an associate degree while on the job increases promotion chances and upgrades one's position in terms of job tasks and responsibilities. Job preparation and performance were viewed as adequate to more than adequate overall. Respondents indicated that they would hire other MC graduates in the same skill area. The findings of this study were seen as virtually identical to those of a similar employer survey conducted in 1973. Data are tabulated, and the survey instrument is appended. (NHM)

**ED 112 998** JC 750 550

**Sixth Annual Report of the Hawaii State Senior Center.**

Center, July 1, 1974-June 30, 1975.

Hawaii State Senior Center, Honolulu.

Pub Date 75

Note—122p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Annual Reports, Behavioral Objectives, \*Community Service Programs, Group Activities, Individualized Programs, Junior Colleges, \*Program Evaluation, \*Senior Citizens, \*Social Services, \*State Programs

Identifiers—Hawaii

The Hawaii State Senior Center, which is sponsored by Honolulu Community College, provides health services, counseling, adult education, community services, and recreation and leisure activities. Enrolled membership is 2,080. The sixth fiscal year marked the first year that the Center was wholly supported by State General Funds. The status of the project is discussed in relation to its individualized services component and group activities component. Statistics are presented to assess the attainment of four project objectives: the establishment of the concept of a central meeting place; the increase of opportunities for older persons; the provision of opportunities for agencies to deliver integrated and coordinated services; and the opportunity to individualize services to older persons. The six appendices present a competency-based taxonomy of objectives for individualized services, group activities, and community development domains; discuss the objectives and accomplishments of Center social groups; present the proceedings of a leadership workshop; evaluate instruction in group activities; present the findings of a Center evaluation study; and discuss needs assessment and accountability. (NHM)

**ED 112 999** JC 750 552

*Nichols, Donald D. And Others*

**Women's Programs at Public Community Colleges.**

Oakland Community Coll., Farmington, Mich.

Pub Date 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Clearinghouses, \*Community Colleges, Curriculum Design, \*Females, Financial

Support, \*Junior Colleges, Publicize, Questionnaires, Resource Centers, School Community Relationship, Special Programs, \*Womens Education, \*Womens Studies

In order to discover what kinds of programs and services were being provided for female students and community members, a survey was designed and mailed to the deans of students of all public community colleges in the United States during the fall of 1974. The data presented here represent responses from 577 institutions (88 percent). The survey instrument consists of nine questions designed to elicit responses in the areas of special curriculum and program design, funding, the availability of a women's resource center, community-school interrelationships, publicity, the degree of concern for women, and the need for a national clearinghouse on women's programs at community colleges. Over half of the responding institutions offer special programs for women which currently take two major forms: specialized credit courses in academic areas and non-credit offerings. Most of these programs are financed directly by the colleges or by student tuition. Respondents reported that various methods are employed to inform women about programs and campus activities. Only 73 institutions (12.7 percent) have women's resource centers in operation. While there is considerable concern for women students in the colleges, one-fifth of the deans still perceived "little concern." Almost half of the respondents believe that a national clearinghouse would be helpful. (NHM)

**ED 113 000** JC 750 553

Hakanson, John W. And Others

Community Services, 2000 A.D. Forum 40.

Pub Date 15 Apr 75

Note—31p.; Papers presented at Annual Convention of the American Association of Community and Junior Colleges (Seattle, Washington, April 15, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*American Culture, College Role, \*Community Services, \*Futures (of Society), Social Problems, Social Structure, Social Values, \*Sociocultural Patterns, \*Technological Advancement

This document compiles three Forum 40 addresses. Dr. Hakanson, a community college president, believes that unless we can successfully introduce the human dimension into our technologically based and production oriented culture, we will continue to see increasing disaffection among larger and larger segments of the population. He postulates a "creative society" in which social units will be structured so that people can and will identify with them, and with each other. If schools are to take a leadership role in structuring such a society, they must expand many of the activities going on today under the banner of community services. Schools and community colleges will become distribution centers for social and health services. Carl Hough, a Boeing Company administrator, focuses his remarks on the technological forces which may influence change, including lasers, computers, and satellites. Miner H. Baker, a working economist, stresses human elements rather than technological forces. He sees a movement toward an older, more stable population, living in a social structure without racial or sex discrimination. He sees an end to environmental and energy problems, but a continued inflationary thrust in the economy at a level well above the historic average. (NHM)

**ED 113 001** JC 750 555

Cosand, Joseph P. And Others

A Community College President—What's That? Forum 45.

Pub Date 16 Apr 75

Note—25p.; Papers presented at Annual Convention of the American Association of Community and Junior Colleges (Seattle, Washington, April 16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Administrator Role, College Administration, \*Junior Colleges, \*Leadership Responsibility, Political Influences, \*Presidents, School Community Relationship

This document compiles the Forum 45 major address and the responses of three reactors. Dr. Cosand's paper seeks to define what constitutes a top quality community college president. There are many styles of presidential leadership; however, the possibility of a president's providing strong and enlightened leadership depends on his

effectiveness in listening, planning and research, delegating responsibility, and on his personal integrity and consistency. The president, by nature of the office, has the never-ending responsibility of coping with both internal and external problems, including problems on the board, with other administrators, with the faculty, and with students. In addition, there are continuous problems of differing complexities to work out with the community, with local and state politicians, with business, industry, labor, the professions, and the media. The first reactor, the president of a small rural college, amplifies upon Dr. Cosand's remarks, especially with respect to the relationship between the college and the state and federal governments. The second reactor defines the setting as the dictator of the extent to which certain skills are requisite for effective leadership. The third reactor provides his own definition of a community college president, based on Dr. Cosand's model. (NHM)

**ED 113 002** JC 750 556

MacMillan, Thomas F.

The Change Project at Mendocino College: Achieving Consensus on Curriculum Goals for an Integrated Liberal Arts Curriculum.

Pub Date 15 Apr 75

Note—15p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Curriculum Development, \*Curriculum Planning, Experimental Programs, \*Integrated Curriculum, \*Junior Colleges, \*Liberal Arts, Rural Schools, Thematic Approach, \*Unified Studies Programs

Identifiers—\*Change in Liberal Education Project, Delphi Technique

Mendocino College (California) is participating in the national Change in Liberal Education Project, which attempts to design comprehensive liberal arts curricula around a single unifying topic. The program at Mendocino focuses on the World Food Crisis, an area of study which is well-suited to the agricultural character of the local community. In order to achieve consensus on the curriculum goals of the program, the planning team participated in a modified Delphi study. Three goal categories—Knowledge, Skills and Abilities, Attitudes and Values—were considered separately, and formed a basis for further development of specific instructional objectives in each of the related disciplines of the project. An explanation of the Delphi technique employed and the results obtained in one of the goal categories, Knowledge, are included in the document. The author closes with a brief statement of the intended outcomes of the college's 36 credit hour program, which includes courses in the humanities, social sciences, and natural sciences. (LO)

**ED 113 003** JC 750 557

Trufant, John E. And Others

A Profile of First-Time Students at Virginia Community Colleges, 1973-74.

Virginia State Dept. of Community Colleges, Richmond.

Pub Date May 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Age, \*Aspiration, Career Choice, College Choice, Educational Objectives, Females, High School Curriculum, \*Junior Colleges, Males, Marital Status, Parental Background, Race, \*Socioeconomic Background, \*Student Characteristics, Student Transportation

During 1973-74, information was collected from nearly 30,000 first-time students at Virginia's 23 community colleges, using the student data form which is appended. The findings were processed by computer, and are organized into five parts: (1) demographic characteristics, including sex, race, age, marital status, home area, and distance from home to college; (2) academic characteristics, in terms of high school curriculum and class standing; (3) socioeconomic background, including parents' education, occupation, and income, and students' income; (4) educational and occupational goals; (5) means of transportation to college. The population included higher percentages of older students, married students, veterans, and military personnel than in national norm group populations. Most

new students had been in a general or college preparatory curriculum during high school. Although high school class standing did not prove a reliable indicator of general program choice, many students' career and academic choices and goals seemed to reflect their parents' socioeconomic background. The narrative is accompanied by frequent tabulations, and a more detailed breakdown of the data by sex, race, program area, and full or part-time status is appended. (NHM)

**ED 113 004** JC 750 558

Johnson, Stephen A. Jolley, Hazel R.

A Planning Model for Institutions in the North Carolina Community College System. Research Memorandum.

Research Triangle Inst., Durham, N.C.

Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh.

Report No—RM-Z6U-976-5

Pub Date May 75

Note—41p.; Appendix, consisting of computer printouts, has been deleted from the document due to poor legibility and is not counted in pagination

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—College Planning, Enrollment Projections, Facility Requirements, \*Junior Colleges, Labor Market, \*Manpower Needs, Models, Program Planning, \*Regional Planning, \*Statewide Planning

Identifiers—\*North Carolina

The North Carolina Department of Community Colleges offers a variety of services which are intended to enable institutions within that state to identify, develop, and deliver their services in an efficient and effective manner. This document provides the local institution with a suggested model which might be used in the preparation of long and short-range plans that are consistent with statewide planning efforts while remaining sensitive to the needs of the students and labor markets within the communities served. A major planning service that is discussed in detail is the use of enrollment projections by major program area at the regional and institutional level, and occupational and training requirements projections at the regional level, in the preparation of the local institution's long range assessment of facility and staff needs. A manpower requirements model for an 11 county area is used to illustrate the type of data which is available. In addition, the approaches used by one institution to disaggregate such data for local use are included. (Author/LO)

**ED 113 005** JC 750 559

Korim, Andrew S., Ed. Waugaman, Dorothy O., Ed.

Older Americans and Community Colleges: Selected Papers.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Dec 74

Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adult Education Programs, Community Services, Consortia, Cooperative Planning, Financial Support, \*Junior Colleges, \*Older Adults, \*Pilot Projects, Program Planning, \*Senior Citizens

The American Association of Community and Junior Colleges organized a consortium of five observation and demonstration colleges to implement pilot programs aimed at older adults. Site selection was made on the bases of geographic dispersion, community variation, economic characteristics, and the proportion of older adults in the population. This publication consists of five papers, written by practitioners in the field, describing activities of the colleges involved in the project: Tri-County Technical College (South Carolina), Clackamas Community College (Oregon), Community College of Allegheny County (Pennsylvania), Flathead Valley Community College (Montana), and Southeast Community College (Nebraska). The activities described represent customized responses to local conditions, but offer practical advice on what can be done to improve the quality of life of older adults and how to get started. The colleges show a high degree of responsiveness to community needs, and a leadership capability through work with not only senior groups and individuals, but also agen-



cies and organizations. In each case the participating college was able to identify local resources to pool together with external funds to launch a comprehensive array of new services. (NHM)

**ED 113 006** JC 750 561

Haywood, Elsie D.

**Designing a Student Evaluation of Team Teaching Effectiveness and a Procedure for Its Administration.**

Pub Date Mar 75

Note—25p.; Ed.D. Practicum, Nova University

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Evaluation Methods, \*Faculty Evaluation, \*Junior Colleges, Nursing, Questionnaires, \*Student Participation, \*Team Teaching

A "student evaluation of instruction" survey instrument applicable to team teaching was designed and administered to a pilot group of 27 students enrolled in Alvin Junior College (Texas) nursing courses during the 1974-75 academic year. Statements on the survey form were divided into three segments: those dealing with team preparation for teaching; those dealing with implementation of teaching or what the teaching did for the student; and those for student comments dealing with what was done well in the course and what should be done to improve the course. Responses were analyzed by number and percentage in each of five rating columns: outstanding, superior, competent, fair, and less than fair. Results indicated that the form was applicable to the teaching approach, and that the data generated could be useful in facilitating learning and teaching in other nursing courses using team teaching. A survey of the literature is included, and data is organized into tables and graphs. (NHM)

**ED 113 007** JC 750 562

Haywood, Elsie D. Hoffman, Elise

**An Investigation Into the Discrimination of Standardized Tests for Older Students.**

Pub Date Jun 75

Note—56p.; Ed.D. Practicum, Nova University

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Admission Criteria, Adult Students, Adult Vocational Education, Educational Discrimination, Health Occupations Education, \*Junior Colleges, Middle Aged, \*Nursing, \*Standardized Tests, \*Test Wiseness

In order to determine whether the use of standardized test scores as a criterion for admission was discriminatory toward applicants over 40 years of age, an investigation was made of 72 students enrolled in an associate degree nursing program at Alvin Junior College (Texas) during the fall 1974 term. The class was divided into three age groups—20-29, 30-39, and 40 or older—and four hypotheses were tested. (1) The American College Test scores proved to be significantly higher in the younger groups than in the older group. (2) The mean test scores on the National League for Nursing tests at the end of the course did not differ significantly among the age groups. (3) The final grades of the course were slightly higher in the 20-29 age group than in the older groups. However, the final grades of the older students were adversely affected because all the test grades for the course were averaged. Grades for the older groups generally improved as the course progressed. (4) Evaluations of clinical performance made by hospital instructors showed that older students were rated higher in performance, attitude, and attendance. Since older students make more progress and increase skill in test-taking after getting "back into training," the use of test scores as an entrance requirement would seem to be discriminatory. (Author/NHM)

**ED 113 008** JC 750 564

Calem, Leanne

**Values and the Process of Education: A Comparison of the Values of Junior College Freshmen and Faculty in Puerto Rico and on the Mainland.**

Pub Date Sep 75

Note—32p.; Ed.D. Practicum, Nova University

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—American Culture, \*College Faculty, Cultural Factors, Group Norms, \*Junior Colleges, \*Junior College Students, Personal Values, \*Puerto Rican Culture, Religious Factors, Social Values, Teaching Methods, \*Values  
Identifiers—Puerto Rico, Rokeach Value Survey

In order to measure the cultural, institutional, and personal values of students and faculty at three California junior colleges (urban, suburban, and rural), the Rokeach Value Survey was administered to over 1,500 subjects in 1968. This study compares the data generated in the California survey to data generated by administering a Spanish language version of the same survey to 76 faculty and 86 students at a private urban junior college in Puerto Rico in 1975. The traditional Hispanic deference values of obedience and politeness are more important to the Puerto Rican students and faculty than to their Californian counterparts, who placed a higher value on freedom and independent action. In contrast to the California respondents' rankings, the welfare values in Puerto Rico (a comfortable life, sense of accomplishment, ambition, capability) are disvalued in relation to the deference values. The high rank given to salvation in Puerto Rico reflects traditional values. Comparing Puerto Rican rankings to those of an American sample in the same economic group reveals that culture, not economics, is the differentiating factor. The implications the results carry for the importation of teaching strategies from the mainland are analyzed, and a series of recommendations for adapting teaching methods to Puerto Rico are presented. (NHM)

## PS

**ED 113 009** 24 PS 007 915

**Bilingual Education for Children: An Abstract Bibliography.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—100p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 135, \$4.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Annotated Bibliographies, \*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Bilingual Teachers, Disadvantaged Youth, \*Early Childhood Education, \*Elementary Education, \*English (Second Language), Mexican Americans, Migrant Education, Program Evaluation, Second Language Learning, Spanish Speaking

This selective abstract bibliography prepared by ERIC Clearinghouse on Early Childhood Education is a guide to recent ERIC documents on bilingual education of children. Citations have been divided into four sections: (1) selected ethnic groups (Spanish speaking, native Americans, Chinese, Portuguese and Filipino); (2) migrants; (3) second language learning; and (4) general (bibliographies, legislation, media, multicultural research, teacher training). Citations included are from "Resources in Education (RIE)," January 1974 through March 1975, and from "Current Index to Journals in Education (CIJE)," August 1971 through October 1974. There are 116 abstracts from "RIE" and 74 citations from "CIJE." Descriptor (subject index) terms are included for all citations. (GO)

**ED 113 010** PS 007 955

Honig, Alice S.

**Parent Involvement in Early Childhood Education.** National Association for the Education of Young Children, Washington, D.C.

Pub Date 75

Note—102p.

Available from—National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009 (Paper, \$3.00 plus \$0.30 postage)

**Document Not Available from EDRS**

Descriptors—\*Child Development, Child Rearing, Cognitive Development, Family Life, Home Visits, Learning Activities, Parent Attitudes, \*Parent Child Relationship, Parent Counseling, Parent Education, \*Parent Participation, Parent Role, \*Parent Teacher Cooperation, \*Preschool Education, Resource Materials, Social Development

This document examines existing program models and methods aimed at promoting parental

involvement in early child development and education. Included are discussions of issues, research evidence and evaluation techniques pertaining to parent involvement. Descriptions of specific programs show how involvement can be developed through such channels as home visitation, parent group meetings, group care arrangements, community resources, and television programming. Suggestions are made for measuring parent change as a result of involvement programs. Problems often encountered when working with parents and possible solutions to these problems are discussed in detail. Available bibliographies, audiovisual materials, and curriculum guides for parents and those who work with parents are described. (BRT)

**ED 113 011** PS 008 000

Smith, Marshall S.

**Some Short Term Effects of Project Head Start: A Preliminary Report on the Second Year of Planned Variation—1970-71.**

Huron Inst., Cambridge, Mass.  
Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-H-1926

Pub Date Jan 73

Note—277p.; For related documents, see PS 008 001-002 and ED 082 834-835

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

Descriptors—Achievement Gains, \*Comparative Analysis, \*Compensatory Education Programs, \*Curriculum Evaluation, Data Analysis, Demography, \*Early Childhood Education, Longitudinal Studies, \*Program Evaluation, Race, Tables (Data)

Identifiers—\*Project Head Start

This preliminary report evaluates the second year, 1970-71, of Head Start Planned Variation (HSPV), covering research methodology, description of the models, characteristics of the children, classrooms and sites, estimated overall effects of the Head Start experience, differences in the effects of PV and comparison classrooms, and short term effects of 11 Head Start program models. An attempt is made to answer the questions: (1) What are the short term effects of a Head Start experience on children? (2) Are there discernible differences between the effects on children of a HSPV experience and a conventional Head Start experience? (3) Do PV models differ in their effects on Head Start children? Five outcome measures were used: three measures of cognitive achievement, one of general intelligence, and one of motor control. Major findings indicated that: the Head Start experience substantially increased children's test scores on all five outcome measures; that children who had prior preschool experience gained less overall than children whose first year of preschool was in Head Start in 1970-71; and that there seemed to be no consistent differences among Mexican American, black, and white children in their Head Start gains on the five outcome measures. No differences in effects were found between the HSPV programs and the comparison Head Start programs. (GO)

**ED 113 012** PS 008 001

Monaghan, Anne Coolidge

**An Exploratory Study of the Match Between Classroom Practice and Educational Theory: Models in Headstart Planned Variation.**

Huron Inst., Cambridge, Mass.  
Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-H-1926

Pub Date Aug 73

Note—275p.; The Education Development Center Model Implementation Checklist appearing in Appendix B of the original document is copyrighted and therefore not available. It is not included in the pagination. For related documents, see PS 008 000-002 and ED 082 834-835

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—\*Classroom Observation Techniques, \*Comparative Analysis, \*Compensatory Education Programs, Data Analysis, \*Early Childhood Education, Longitudinal Studies, Program Effectiveness, \*Program Evaluation, Teacher Evaluation

Identifiers—\*Project Head Start

This study reports an attempt to measure implementation of Head Start Planned Variation, a national experiment designed to compare the relative effectiveness of 12 education models. The report first gives the background of the ex-

periment, describes the problem of attempting to assess effectiveness without first measuring implementation, and reviews research on implementation. The process of designing instruments is outlined, and 10 of the models and their instruments are described. Methodological problems are discussed, data analyses are presented, and alternative strategies for the evaluation of implementation are suggested. The final chapter contains a summary and conclusions. It is suggested that the ideal design for the study of implementation has two components: (1) an adequate description of the intervention with input from all members of the training staff as well as the sponsor; and (2) an adequate evaluation of implementation, performing primarily a formative function. Implementation checklists and figures on interobserver agreement are included in the appendices. (GO)

**ED 113 013 PS 008 002**  
Lukas, Carol VanDeusen Wohlleb, Cindy  
**Implementation in Head Start Planned Variation: 1971-72.**

Huron Inst., Cambridge, Mass.  
Spons Agency—Office of Child Development (DHEW), Washington, D.C.  
Report No.—OCD-H-1926  
Pub Date Jun 74

Note—97p.; For related documents, see PS 008 000-001 and ED 082 834-835; Sponsor's evaluation form not included due to poor reproducibility

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Check Lists, Classroom Observation Techniques, \*Comparative Analysis, \*Compensatory Education Programs, Data Analysis, \*Early Childhood Education, Longitudinal Studies, Objective Tests, Program Effectiveness, \*Program Evaluation, \*Teacher Evaluation  
Identifiers—\*Project Head Start

This report on model implementation during the third year (1971-72) of the Head Start Planned Variation experiment concentrates on the development of measures of implementation. Measures are examined individually in terms of design and use, strengths and weaknesses, and findings obtained, and agreement among raters on the extent of implementation is discussed. A comparative analysis of consultant checklists, sponsor checklists, sponsor overall ratings, teacher perceptions, and sponsor ratings is presented. Proposals to improve implementation measures include a contractual agreement between evaluators and those responsible for treatment implementation, field testing of implementation measures prior to their use, and systematic training of raters. The report concludes that substantial problems remain with implementation measurement, that some models may never fit into a quantified, easily observable measure, and that there may always be an element of subjectivity in assessing the extent to which a program is implemented. Appendices comprise site to site variation in levels of implementation and the 1971-72 implementation measures. (GO)

**ED 113 014 PS 008 018**  
Block, Jeanne H. And Others  
**Sex-Role Typing and Instrumental Behavior: A Developmental Study.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.  
Pub Date Apr 75

Note—22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Behavior Rating Scales, \*Early Childhood, \*Goal Orientation, \*Persistence, \*Personality Development, \*Sex Differences, Statistical Analysis  
Identifiers—Barriers

This study proposes to (1) explore the responses of boys and girls at three age levels to several different barrier situations; (2) assess the personality correlates associated with barrier behavior; (3) evaluate covariance differences between the sexes; and (4) determine the relationship between barrier behaviors and sex-role typing. A total of five barrier tests were administered at ages 3.5, 4.5, and 5.5 years. A central measure, the barrier intensity score (BI), was obtained by an observer who rated the intensity of the child's efforts to overcome the barrier. A personality characterization of each child was obtained from sets of teacher ratings. Results show

an absence of sex differences in means and sigmas of BI scores; however, reliable differences in the correlational patterns associated with BI as a function of sex suggest that instrumental behavior in response to barriers is moderated by different psychological structures in boys and girls at age 4. These findings imply that analysis of covariance is essential in the evaluation of sex differences in barrier research. (GO)

**ED 113 015 PS 008 020**  
Hetherington, E. Mavis And Others  
**Beyond Father Absence: Conceptualization of Effects of Divorce.**

Pub Date Apr 75  
Note—28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Adjustment Problems, \*Child Rearing, Comparative Analysis, Emotional Adjustment, \*Family Life, Interpersonal Relationship, Middle Class Parents, \*One Parent Family, Parent Attitudes, Parent Child Relationship, \*Parent Role, Psychological Patterns  
Identifiers—\*Divorce

An investigation of changes in functioning of mothers and fathers following divorce is presented in this paper. Subjects were 24 white middle class boys and 24 girls and their divorced parents, from homes in which custody had been granted to the mother, and the same number of children and parents from intact homes. A multimethod approach, including interviews, observations, diary records, and personality measures, was used to assess parent characteristics, child characteristics, and family interaction. Parents and children were administered these measures at two months, one year, and two years following divorce. Results show that when a father leaves the home following divorce, the family system is in a state of disequilibrium. Disorganization and disrupted family functioning seem to peak at one year and be reestablishing by two years following the divorce. Stresses in family functioning following divorce are reflected not only in parent-child relations but in changes in life-style, emotional distress, and changes in attitudes toward the self of the divorced couple. It is suggested that these changes in the parents may be mediating factors in changes in the child's behavior. (Author/BRT)

**ED 113 016 PS 008 025**  
Clarke-Stewart, Alison  
**Sociality and Social Sensitivity: Characteristics of the Stranger.**

Pub Date Apr 75  
Note—39p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April 4, 1975) and the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Infant Behavior, \*Interpersonal Competence, Longitudinal Studies, Mothers, \*Parent Child Relationship, Sex Differences, \*Social Behavior, Social Development, \*Stranger Reactions  
Identifiers—\*Experimenter Characteristics

This paper reports an 18-month investigation of the differential effects of social context (i.e., characteristics of people in the child's immediate environment) on infants' positive social behavior. The social behaviors of 14 children from 1 to 2-1/2 years of age were observed at home and in a laboratory playroom. The social context was varied along three broad categories of stranger characteristics: familiarity to the child, personal qualities of the individual, and type of behavior performed by the stranger. Data were analyzed by sex of infant, by the degree to which infants demonstrated social competence with their mothers, and by infants' familiarity with the observed situation, as well as by characteristics of the strangers. Results were interpreted to illustrate the need for experimenters to take into account characteristics and behaviors of testers and observers in assessing infant social development. In addition, it was suggested that by the time children are 14 months old, and increasingly over the next year and a half, they spontaneously initiate positive social behavior and are appropriately responsive to adults whom they have never met before. (BRT)

**ED 113 017 PS 008 027**

Rest, James R.  
**New Options in Assessing Moral Judgment and Criteria for Evaluating Validity.**

Pub Date 10 Apr 75  
Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Comparative Analysis, Data Analysis, Data Collection, \*Human Development, \*Moral Development, Scoring Formulas, \*Test Construction, \*Test Interpretation, Test Validity  
Identifiers—\*Defining Issues Test, Kohlberg (L.)

This paper describes the rationale for the Defining Issues Test (DIT), an objective test of moral judgment which attempts to improve upon three aspects of Kohlberg's research: data collection, categorization of moral judgments (the scoring system), and method of indexing a subject's progress in a developmental sequence. In each case, the way in which the DIT overcomes problems in the Kohlberg system is described and explained. In the DIT, the subject is given a moral dilemma and asked to classify his own thoughts. Results of the DIT show subjects to be more advanced and to display more principled thinking than would be expected from Kohlberg's data. This discrepancy is explained in terms of differences between the DIT task and Kohlberg's task. It is thought that the latter may seriously underestimate people's recognition and discrimination of principled thinking. In addition, it is argued that an accurate system for indexing an individual's development must go beyond stage typing (the categorization of the individual in terms of one developmental stage). A theory of decahage is called for, to describe the interplay of variables related to uneven acquisition of characteristics associated with a given stage. For the present, it is suggested that moral judgment data be preserved for later reanalysis, and that various indices be examined for best fit with the empirical properties expected of the construct moral judgment. Appended are two tables: (1) the DIT format, and (2) major validity questions and comparison of findings with Kohlberg's Test and DIT. (GO)

**ED 113 018 PS 008 035**  
Falmagne, Rachel Joffe  
**The Development of Propositional Reasoning: Conceptual Issues, and Suggestion of a Perspective for Empirical Research.**

Pub Date Apr 75  
Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Abstract Reasoning, Adolescence, \*Childhood, \*Cognitive Processes, Developmental Tasks, Linguistic Competence, \*Logical Thinking, \*State of the Art Reviews  
Identifiers—Formal Operations, \*Piaget (Jean)

This theoretical paper reevaluates the Piagetian tradition in the study of propositional reasoning. Piaget's assertion that children's logic, prior to the stage of formal operations, is structurally adequate for dealing with objects and their properties, but is inadequate for fully competent propositional reasoning, is challenged on three grounds: (1) the data base from which Piaget's theory about formal reasoning has been developed comes from a scientific task domain with its specific task requirement and associated psychological factors; (2) the theory cannot, a priori, be extended to other propositional task domains, and empirical support for generalizing it has not been provided; (3) findings from adult studies show that adults tend to rely on empiric (rather than propositional) reason whenever it is possible to do so. Therefore, there are interesting similarities between child and adult reasoning which the Piagetian outlook has de-emphasized. A linguistically oriented view on the development of propositional reasoning is proposed, based on the idea that acquiring propositional competence is an achievement of the same nature as acquiring competence in grammar or syntax. The theoretical and methodological consequences of this view are examined. (GO)

**ED 113 019 PS 008 038**

Carew, Jean V. And Others

**Observed Intellectual Competence and Tested Intelligence: Their Roots in the Young Child's Transactions with His Environment.**

Spons Agency—Carnegie Corp. of New York, N.Y.; National Institutes of Health (DHEW), Bethesda, Md.; Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 75

Note—37p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April 1975) and the Biennial Meeting of the Society for Research in Child Behavior (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**Descriptors—\*Cognitive Development, \*Environmental Influences, \*Infancy, \*Intellectual Experience, Intelligence Differences, \*Interaction Process Analysis, Longitudinal Studies, Observation, Parent Child Relationship, Parent Role, Performance, Preschool Children, Role Models  
Identifiers—\*Competence, HOME Scale, White (Robert)

This longitudinal study attempted to assess how environmental factors affect the development of competence, as defined by White, by delineating in detail the everyday environmental transactions of a group of children from age 1 to 3. The key questions of this research were: (1) Are certain experiences encountered by the young child in his everyday life more important to his intellectual development than others? (2) If so, does the source of these experiences matter? and (3) Is the question of timing important? A total of 23 children were observed repeatedly in their homes and neighborhoods and the observations coded using the HOME Scale. Results confirmed that (1) the class of observed experiences, classified a priori were intellectually valuable to the child, (2) it does not matter how the child's intellectual experiences are derived, and (3) different sources of intellectually valuable experiences become important at different periods in the child's life. It was found that child-person interaction correlates highly with test performance at age 3, modeling becomes important at age 2, and self-directed intellectual experiences become important at age 2 1/2. Investigation of experimental antecedents of the child's spontaneous expression of intellectual competence yielded results which duplicated the findings for tested intellectual competence, with the exchange between child and interactor being most highly related to the child's later intellectual competence. Aspects of the interactive situation and interactor role are discussed in terms of the critical role early interactive experiences play in the child's intellectual development. (GO)

**ED 113 020 PS 008 040**

Sieglar, Robert S.

**Utility of Interactional Strategies in the Study of Formal Operations Reasoning.**

Pub Date Apr 75

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**Descriptors—Abstract Reasoning, \*Adolescence, \*Childhood, \*Cognitive Development, \*Comparative Analysis, Interaction, Logical Thinking, \*Methods, Research Methodology, Test Interpretation, Validity  
Identifiers—\*Interactional Strategies

This paper argues in favor of using interactional strategies in the study of formal operations reasoning. Interactional designs allow a convergent approach to specifying processes underlying the interaction of variables. In contrast, current methodologies contain two inherent disadvantages: they have limited utility in specifying the processes underlying development, and their results are difficult to interpret. Interactional strategies were used in the design of two experiments on the development of formal operations competencies. The results of these experiments suggest that applying interactional strategies to the study of formal operations growth allows direct comparison between the strengths of existing age-related performance differences and the strengths of the experimentally manipulated treatments. This research design may also reveal catching up and readiness interactions that could result in new interpretations for developmental

differences, allowing precise statements as to the nature of the interaction of maturational and experiential factors which determine formal operations development. (GO)

**ED 113 021 PS 008 043**

Wilkinson, Alexander

**Counting Strategies and Semantic Analysis as Applied to Class Inclusion. Report No. 61.**Michigan Univ., Ann Arbor. Dept. of Psychology. Report No.—R-61  
Pub Date Mar 75

Note—49p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**Descriptors—Comparative Analysis, \*Concept Formation, Congruence, \*Inequalities, \*Mathematical Logic, Preschool Children, \*Preschool Education, Rational Numbers, Semantics, \*Set Theory  
Identifiers—\*Piaget (Jean)

This investigation examined strategic and semantic aspects of the answers given by preschool children to class inclusion problems. The Piagetian logical formalism for class inclusion was contrasted with a new, problem processing formalism in three experiments. In experiment 1, it was found that 48 nursery school subjects nearly always performed better on percept inclusion than on concept inclusion. This result supports problem processing formalism and contradicts logical formalism. Experiment 2 used 11 of the same subjects to investigate three questions: whether the children's counting strategies would produce the same response patterns as in experiment 1, whether the answer "the same number" (essential to any correct coextensive comparison) was available in their response repertoire, and whether expected responses to coextensive problems in concept and in percept sets would be obtained. Results offered consistent experimental support for SCAN and MATCH components of the problem processing model. Experiment 3 utilized 48 new subjects and a design which crossed four categories with four problem types, to clarify the reasons for the difference observed between the difficulty of percept and concept problems. Interpretations of the results are discussed in terms of the children's semantic strategies and counting strategies. The general conclusion offered is that problem-solving strategies, not logical deficits, are the source of young children's inclusion of errors. (GO)

**ED 113 022 95 PS 008 044**

Nottelmann, Editha D.

**Test Anxiety and Off-Task Behavior in Evaluative Situations.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 13 Apr 75

Grant—OEG-0-72-0882

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Anxiety, \*Attention Span, \*Evaluation, Individual Characteristics, \*Intermediate Grades, Parent Attitudes, Parent Influence, \*Performance Factors, Problem Solving, Task Performance, Teaching Methods, Testing

An experiment was performed to assess if, and how, attention to a problem solving task varies with anxiety level. It was hypothesized that high anxious children would glance away from a task more often than less anxious children, in light of research literature which suggests that high anxious children are inattentive to tasks in order to avoid evaluation. Subjects were 48 fourth and fifth graders. The children were videotaped through a one-way mirror while they performed timed anagram tasks in the presence of a male experimenter working on a similar task. Results showed that less anxious children performed better at the anagram task than anxious children. High anxious children also were observed to engage in significantly more off-task behavior and more glancing away from their task than less anxious children. Research on family interaction patterns associated with high and low levels of anxiety and distractibility in fourth and fifth graders is discussed in view of the results of this study. It is suggested that parents of highly distractible and

anxious children may be teaching their children to respond to problem-solving situations with task-inappropriate and dependent behavior, at the expense of task performance. (BRT)

**ED 113 023 PS 008 046**

Haviland, Jeannette

**Individual Differences in Affect.**

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Apr 75

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Affective Behavior, \*Emotional Development, Heart Rate, Individual Differences, \*Infancy, \*Nature Nurture Controversy, \*Physical Characteristics

This paper argues that infants' affect patterns are innate and are meaningful indicators of individual differences in internal state. Videotapes of seven infants' faces were coded using an ethogram; the movement of the eyebrow, eye direction, eye openness, mouth shape, mouth position, lip position, and tongue protrusion were assessed independently. Nearly the whole range of facial movements was observed during the neonatal period, thus indicating that all the movements generally called smile, frown, angry grimace, excitement, boredom, sorrow, joy and shame are possible from at least the second or third week of life. Electrocardiogram data were recorded simultaneously with videotaping of the infants' faces during periods when the infants were attending to novel stimuli and were habituating to these stimuli. Analysis of these data revealed substantial co-occurrence of facial change and heart rate change, which suggests that observed infant affect is a reflection of the infants' internal state rather than a random patterning waiting to be organized. (Author)

**ED 113 024 PS 008 047**

Collins, W. Andrew Westby, Sally Driscoll

**Children's Processing of Social Information from Televised Dramatic Programs.**

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 11 Apr 75

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 11, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Age Differences, \*Children, Complexity Level, \*Comprehension Development, Elementary School Students, Grade 2, Grade 8, \*Recall (Psychological), \*Social Influences, Television Research, \*Television Viewing

This study examined how children of different ages process social information from dramatic television programs. Second and eighth graders were shown edited versions of a television program that differed in complexity and the difficulty of inferring causal connections between the scenes. In addition, the scenes in half of the showings were kept in the original narrative sequence while in the other half they were randomly ordered. After watching one of the four versions of the program, each child was asked to answer multiple choice questions about discrete scenes in the show and the causal relationships among scenes. The results showed that second graders were poorer at answering inference questions than eighth graders. However, second graders who had watched one of the simple versions of the program did better than those who had seen a complex version, regardless of whether the simple version was ordered or jumbled. Eighth graders did best when the scenes in the program were ordered, regardless of the amount of information in the program. It was concluded that with increased age, there is an increased "straining for meaning" in television viewing. (Author/JMB)

**ED 113 025 PS 008 048**

Rondal, Jean A.

**Investigation of the Regulatory Power of the Impulsive and Meaningful Aspects of Speech.**

Spons Agency—Fonds National de la Recherche Scientifique, Brussels (Belgium).

Pub Date Apr 75

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child



Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Behavioral Science Research, Behavior Development, \*Behavior Patterns, \*Behavior Theories, \*Early Childhood Education, \*Motor Development, Perceptual Motor Coordination, Preschool Children, Primary Grades, Reactive Behavior, Research Methodology, \*Speech, Stimulus Behavior, Visual Stimuli

**Identifiers**—Luria (A R), \*Verbal Regulation

Partial and methodologically questionable replications of the Luria experiments on the child's verbal regulation of his motor behavior have led to results and conclusions contradictory to Luria's findings. An error in the methodology of two of these replications is discussed as the reason for a new investigation of Luria's hypothesis. Several experiments performed with children between 3 and 8 years of age are reported here. In general, data tend to support the hypothesis of a regulatory effect of the rhythmic aspect of speech over the simultaneous motor behavior of children from 3 1/2 years of age on. However, the results did not confirm predictions derived from the part of Luria's hypothesis concerning the possible regulatory function of the meaningful aspect of speech. (Author/ED)

**ED 113 026 PS 008 049**

*Manosevitz, Martin Fling, Sheila*

**The Relationship of Imaginary Companions in Young Children to Intelligence, Creativity, and Waiting Ability.**

Texas Univ., Austin. Inst. of Human Development.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.

Pub Date Apr 75

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Creativity, \*Goal Orientation, \*Imagination, \*Intelligence Level, Intelligence Tests, \*Kindergarten Children, Research Methodology

**Identifiers**—\*Imaginary Companions

This study attempted to assess directly whether children who had had an imaginary companion were significantly different from those who had not, in intelligence, creativity, and waiting ability, each of which had been identified in previous research as an important correlate of this phenomenon. A total of 84 children participated in this study, half of whom had been identified as having an imaginary companion and half of whom had been identified as not having one. The two groups had an equal number of boys and girls, did not differ significantly in subjects' age (average 5 years 9 months) or socioeconomic status (predominantly middle class), and were matched to ensure equal numbers of only children, first borns, and later borns. Each child was tested at home in his own room with the Peabody Picture Vocabulary Test to measure intelligence, the Uses Task and Abstract Patterns Task to measure creativity, and a modification of Singer's (1961) waiting ability task. There were no significant differences between the two groups on any of the three measures. Discrepancies between the findings of this study and those of the other studies cited in this paper were attributed to methodological differences. (Author/JMB)

**ED 113 027 PS 008 050**

*Orbell, S. F. W. And Others*

**Pre-School Opportunity and Sex Differences as Factors Affecting Educational Progress. Series in Education, Occasional Paper No. 2.**

Rhodesia Univ., Salisbury.

Report No—OCAS-Pap-2

Pub Date 73

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Adolescence, Child Rearing, Coeducation, Cognitive Development, Cross Cultural Studies, \*Early Childhood Education, \*Educational Problems, \*Foreign Countries, Language Development, Mathematical Concepts, Preschool Children, Reading Skills, Scientific Concepts, \*Sex Differences, Sex Role, Student Needs

**Identifiers**—\*Africa

This document is a collection of three papers originally prepared as part of a series of public lectures presented by the Faculty of Education at the University of Rhodesia. Each paper stresses the vital need to examine assumptions made about the pupil in school to see whether provisions made for him are really in accordance with his present and future needs. Titles of the three papers are: "The Early Years: The Vital Years of Childhood," "Sex Bias as a Variable in Primary Education," and "Sex Differences in Scientific and Mathematical Competence at Adolescence." (Author/JMB)

**ED 113 028 PS 008 052**

*Hutson, Barbara A.*

**The Relationship of Children's Language and Cognitive Development: Theoretical Issues.**

Pub Date Aug 74

Note—28p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sep. 3, 1974)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Cognitive Development, Cognitive Processes, Developmental Psychology, \*Language Development, Logic, Logical Thinking, \*Models, \*Preschool Education, \*Psycholinguistics, Thought Processes

This paper presents a system for describing and categorizing various theories of language and thinking. Within this system, theories are described in terms of their position on three basic issues: (1) the direction of dependency between language and cognition, (2) the necessity of that dependency, and (3) the level of specificity at which the dependency is believed to operate. In addition, a theory may stipulate that these relationships are stable or varying over time. It is suggested that this descriptive system might be used to compare the positions of two theorists, to compare changes over time in a given theorist's stated position, or to determine the level of proof adequate for testing a given theoretical statement. (Author/BRT)

**ED 113 029 PS 008 053**

*Hutson, Barbara A. And Others*

**Knowing the Question to an Answer: The Later Development of Question-Answer Relationships.**

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Meeting of the American Education Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Abstract Reasoning, \*Adolescents, \*Children, \*Cognitive Development, \*Concept Formation, Cross Sectional Studies, \*Linguistics

**Identifiers**—\*Question Answer Reciprocity

This study examined children's development of the concept of the reciprocal relationship of question and answer by asking subjects to form questions to fit given answers and to form answers for given questions. A total of 72 children (18 per grades 1, 4, 7, and 10) participated in the study. Each child was tested individually on two tasks (the formation of questions and the formation of answers) and with two presentation modes (verbal context alone and verbal context in combination with pictures). The results showed significant effects for grade, task, mode of presentation, and interaction of grade and task. Children in all grades formed more correct answers than questions. While question means increased over grade level, answer means did not. It was concluded that (1) the task of question formation is a more demanding measure of the concept of question-answer reciprocity than is answer formation; (2) expression of the concept of question-answer reciprocity increases over the age period encompassed in this study; and (3) the levels of question formation and answer formation eventually converge for most subjects, indicating a fully abstract understanding of the reciprocal relationship. (Author/JMB)

**ED 113 030 PS 008 056**

*Lambie, Dolores Z. And Others*

**Home Teaching with Mothers and Infants.**

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Carnegie Corp. of New York, N.Y.; Public Health Service (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date 74

Note—129p.; The Ypsilanti-Carnegie Infant Education Project: An Experiment Available from—High/Scope Educational Research Foundation, 125 North Huron Street, Ypsilanti, Michigan 48197 (Paper, \$4.50)

**Document Not Available from EDRS**

**Descriptors**—Child Rearing, Cognitive Development, Family Environment, \*Home Programs, Home Visits, Individualized Instruction, \*Infants, Intervention, Language Development, Learning Activities, Mother Attitudes, Parent Child Relationship, \*Parent Education, \*Parent Teacher Cooperation, \*Preschool Education, Program Development

**Identifiers**—\*Michigan (Ypsilanti), Ypsilanti Carnegie Infant Education Project

This booklet describes and evaluates an experimental home teaching program based on Piagetian developmental theory. The project was designed to stimulate infants' cognitive development and help mothers become more effective teachers of their children. Sixty-five infants, primarily from low socioeconomic status homes, were enrolled in the program at 3, 7, or 11 months of age, following administration of the Bayley Scales of Infant Development. Subjects were divided into three groups. Infants and mothers in the experimental group had weekly sessions (50-90 minutes each for a period of 16 months) with professional teachers experienced in early education or in working with parents and infants. Formally sequenced sets of informal infant play activities, individualized by the teacher to each mother child pair, were used in these sessions. The second group of mothers and infants had similar sessions conducted by college students and teacher aides rather than professionals. No formal curriculum was followed in these sessions; home visitors planned their activities autonomously. The first and second groups of infants were tested every four months along with a third group designated as controls. Experimental group children were found to perform at significantly higher levels on intelligence tests and showed greater linguistic skill than children from either of the other two groups. Other findings are reported. (BRT)

**ED 113 031 PS 008 057**

*Moore, Gaylen*

**Profile of Appalachia.**

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date Oct 74

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Black Community, Community Involvement, Community Services, \*Day Care Services, \*Depressed Areas (Geographic), \*Economic Disadvantage, Home Programs, Intervention, Job Training, \*Poverty Programs, \*Preschool Education, Road Construction, Social Services, Transportation

**Identifiers**—\*Appalachia, Appalachian Regional Commission, Black Appalachian Commission

This booklet describes the changing economic conditions in Appalachia and the improved social services for children. According to statistics reported in 1969 nearly 43 percent of all children under 6 in Appalachia were categorized as poor and likely to require some special services, while only 5 percent were receiving such services. The Appalachian Regional Commission has concentrated its efforts on job training, transportation, and upgrading the quality of education in Appalachia. Several Appalachian programs are described briefly, including day care centers which offer child development services such as parent counseling, health and medical services, family planning, and pre- and postnatal care, and home-based outreach programs available for families of nonworking mothers who receive public assistance. Also described is the Black Appalachian Commission, which gathers information about the black population in Appalachia, identifies community problems, and mobilizes available resources. (Author/BRT)

**ED 113 032 PS 008 058**

*Corbett, Franklin, Jr.*

**Planning for Child Development: Manual. Appalachian Child Care Project.**

Georgia Appalachian Child Care Project, Atlanta.; Performing Arts Guild, Inc., Forest City, N.C.

Spons Agency—Community Development Foundation, Norwalk, Conn.; Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date Jul 74

Note—28p.; The Planning for Child Development Handbook is document PS 008 059

Available from—PAG, Inc., 209 West Main Street, Forest City, N.C. 28043 (Paper, no price quoted)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Child Advocacy, \*Child Care, Child Care Workers, Decision Making, \*Early Childhood Education, Evaluation, Group Behavior, Group Dynamics, Group Guidance, Group Relations, \*Manuals, Policy Formation, \*Program Planning, Resource Materials, \*Workshops

Identifiers—Planning for Child Development Package, \*Project Appalachian Child Care

This group facilitator manual which forms the basis of a package of materials (including a handbook and media presentation) is designed for use with child care councils, policy advisory committees, and child advocacy groups which want to become more effective in developing programs for children. The manual is divided into two major sections. The first section briefly reviews the concepts and principles used in the handbook; that is, the need, approach, theory, and planning process which underlie the package. Information related to the processes of group dynamics is reviewed. The second section reviews the individual steps and decisions found in the handbook including twelve questions through which the group defines itself, its goals, decisions, actions, and follow-up evaluation. For each of these questions, the facilitator is provided guidelines on what to watch and keep in mind, the semantics involved, plus other considerations. Brief sections are also included on the use of the transparencies and slide show. (ED)

ED 113 033

PS 008 059

Corbett, Franklin, Jr.  
 Planning for Child Development: Handbook. Appalachian Child Care Project.

Georgia Appalachian Child Care Project, Atlanta; Performing Arts Guild, Inc., Forest City, N.C.

Spons Agency—Community Development Foundation, Norwalk, Conn.; Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date Jul 74

Note—36p.; For the Manual for this Appalachian Child Care Project Package, see PS 008 058

Available from—PAG, Inc., 209 West Main Street, Forest City, N.C. 28043 (Paper, no price quoted)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Child Care, Decision Making, \*Early Childhood Education, Evaluation Criteria, Evaluative Thinking, Group Guidance, Guidelines, \*Policy Formation, Problem Solving, \*Program Planning, Self Evaluation, \*Workshops

Identifiers—Planning for Child Development Package, \*Project Appalachian Child Care

This handbook is a general planning tool for child development groups that want to be more effective than they are. It is designed to help a group determine (1) its reasons for existence; (2) its aspirations for improving child development programs in the community; (3) its limitations; (4) what steps it needs to take to achieve its goals; (5) who will carry out its initial project; and (6) the schedule of action necessary. The handbook also offers guidance in group self-evaluation, so that the group can determine (1) if the planned project is being carried out; (2) if it is being carried out to the group's satisfaction; and (3) upon completion, if the project fulfilled the group's initial expectations and if the group should continue to proceed with further projects. (ED)

ED 113 034

PS 008 062

Kalyan-Masih, Violet Adams, Janis  
 Imaginary Play Companion: Annotated Abstract Bibliography. Project No. 93-12.

Nebraska Univ., Lincoln. Agricultural Experiment Station.

Pub Date 75

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Abstracts, \*Annotated Bibliographies, Bibliographies, Child Development, \*Childhood Needs, Creativity, \*Imagination, \*Play, \*Preschool Children, Psychological Needs

Identifiers—\*Imaginary Companion

This bibliography offers an historical perspective on imaginary play companions with 48 entries dating from 1891 to 1975. Entries, which include journal articles, monographs, and books, draw heavily from child development literature. A list of 10 titles from general literature related to the subject of imaginary companions is also included. The abstracts vary widely in length, ranging from 50 to 500 words. (JMB)

ED 113 035

PS 008 065

Greenberg, Polly

Day Care Do-It-Yourself Staff Growth Program.

Growth Program, Washington, D.C.

Spons Agency—General Learning Corp., Washington, D.C.

Pub Date 75

Note—335p.

Available from—The Growth Program, 4914 Ashby St., N.W., Washington, D.C. 20007 (Paper, \$10.95)

Document Not Available from EDRS

Descriptors—Course Descriptions, Curriculum Guides, \*Day Care Programs, \*Early Childhood Education, Nutrition, Parent Participation, Physical Environment, Preschool Teachers, \*Staff Improvement, Teacher Aides, \*Teacher Education, Teacher Improvement, \*Teaching Guides, Teaching Procedures, Teaching Skills, Teaching Techniques, Volunteers, Workshops

Identifiers—\*Staff Growth Programs

This book presents a competency-based performance-oriented course designed by the General Learning Corporation for on-site training of day care, Head Start, preschool, kindergarten and "open primary" teachers, assistants and volunteers who are working in programs with limited staff development funds. The course includes (1) detailed suggestions to the training leaders, (2) reading assignments and semi-self-instructional exercises for staff members, (3) systems for assessing the progress of children and staff, and (4) materials and guidelines for developing and implementing a parent and volunteer involvement program. In sixteen chapters, an entire year's operation is outlined, from orienting the staff to organizing the physical plant and establishing a curriculum. (GO)

ED 113 036

PS 008 066

Canzler, Lillian, Comp.

Films and Filmstrips on Early Childhood.

Central Washington State Coll., Ellensburg. Washington Center for Early Childhood Education.

Pub Date May 74

Note—71p.

Available from—College Bookstore, Central Washington State College, Ellensburg, Washington 98926 (Paper, \$4.62)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Child Development, Community Education, Cultural Differences, \*Early Childhood Education, \*Films, \*Filmstrips, Parent Education, Preschool Curriculum, \*Resource Guides, Teacher Education

This guide to films and filmstrips on early childhood is organized into six categories: child development (normal and special, from infancy to preadolescence); community and parent education (helpful to persons planning parent programs); culture and children (showing children learning and developing in different cultures); current trends in early childhood education (such as programmed learning; free schools, home-based centers, open education); curriculum (useful for training students and parents in various approaches to learning); and teacher training (at college and university level). Each film is described briefly and rated with the Winick rating system which uses one-, two-, three-, or four-star ratings to provide the user with a comparative evaluation measure. Other bibliographic information provided includes: (1) length of showing time, (2) whether in color or black and white, (3) purchase or rental price, (4) distributor/rental sources, (5) producer, and (6) year released. (JMB)

ED 113 037

PS 008 075

Project Head Start: Achievements and Problems. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 20 May 75

Note—46p.

Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (Report No. MWD-75-51; Paper, \$1.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Early Childhood Education, Educational Legislation, Federal Programs, Governing Boards, Handicap Detection, \*Handicapped Children, National Programs, \*Policy Formation, \*Program Administration, Program Costs, \*Program Evaluation, Program Improvement, Program Proposals, Student Enrollment Identifiers—\*Project Head Start

This review of the activities of eight Head Start grantees during the 1973-74 program year incorporates for each topic the study findings, recommendations to the Department of Health, Education and Welfare (HEW), and comments from HEW in response to recommendations. Topics include excerpts of Head Start (e.g., available services, children's educational gains, parent participation), services provided to the handicapped, and problems in administration. Grantees were found to be marginally successful in facilitating parent participation, and it is recommended that alternative means of involving parents be developed. Examination of services provided to handicapped children by the Office of Child Development and Head Start grantees indicated that Head Start programs lack the professional staff, training, facilities, and equipment needed to serve the severely handicapped. It is recommended that this situation be remedied and that professional confirmation of classification of handicapped children be obtained to avoid misclassification. Administrative problems discussed include low enrollment, low average daily attendance and service to ineligible families. These problems are said to continue because of inadequate monitoring of grantees by the regional offices. Appendices to the report give information from selected studies relating to the impact of Head Start and comments from HEW pertaining to the draft report by the General Accounting Office entitled "Assessment of Project Head Start." (GO)

ED 113 038

PS 008 078

Kurdek, Lawrence A.

Perceptual, Cognitive, and Affective Perspective Taking and Empathy in Kindergarten through Third-Grade Children.

Pub Date Apr 75

Note—25p.; A condensed version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Affective Behavior, Behavior Patterns, Cognitive Development, \*Emotional Development, \*Empathy, \*Identification (Psychological), Perceptual Development, \*Primary Education, Psychological Patterns, Sex Differences, Social Development, Social Science Research

Identifiers—Perspective Taking

The development of perceptual, cognitive, and affective perspective taking and empathy was investigated in 96 kindergarten through third-grade children. Cognitive perspective taking was found to increase between second and third grades. Affective perspective taking, in situations controlling for the likelihood of the subjects' projecting their own affective responses to story characters, decreased with grade level. Perceptual perspective taking showed no grade changes, and empathy was curvilinearly related to grade level. Males were found to be better perceptual and affective perspective takers than females. Task intercorrelations were low and nonsignificant, supporting the view that perspective taking and empathy are multidimensional social-cognitive constructs. (Author/BRT)

ED 113 039

PS 008 080

Pizzo, Peggy Daly Pizzo, Philip

Good Food for My Baby.

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date 75

Note—66p.

Available from—Day Care and Child Development Council of America, 1012 14th Street, N.W., Washington, D.C. 20005 (Paper, \$2.00)

Document Not Available from EDRS

Descriptors—Child Rearing, Food, Infant Behavior, \*Infants, \*Mothers, Motor Develop-

ment, \*Nutrition, \*Parent Education, Pregnancy, \*Prenatal Influences, Smoking  
 Identifiers—\*Georgia Appalachian Outreach Project

Prenatal and infant nutritional needs and eating patterns are described and illustrated (in picture-book style) in this brief story about a mother and her infant son. Balanced diets, vitamin supplements, breast feeding, weaning, and infant food preparation are discussed. Mothers are encouraged to breast feed because it is cheaper and "the best food for babies." Tips for mothers who must deal with children's pleas for snack foods are given. The final section of the booklet presents abstracts of research concerning prenatal nutrition, the effects of maternal smoking on babies, breast feeding, infant feeding, infant obesity, infant tooth decay, and food faddism. (BRT)

ED 113 040 PS 008 083

Schneewind, Klaus A.  
 Psychological and Socio-Ecological Aspects of Parent-Child Relations: Overview of a Research Project and Some Selected Empirical Findings.  
 Pub Date Apr 75

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
 Descriptors—Child Rearing, \*Elementary Education, Family Environment, Intelligence Level, Locus of Control, \*Parent Attitudes, Parent Child Relationship, \*Parent Influence, Parent Role, \*Personality Development, Social Development, \*Socialization  
 Identifiers—\*West Germany

Family socialization patterns were examined from the viewpoint of the child and the parent in terms of parental socialization practices, attitudes, and goals. Questionnaires were developed and used to collect data on the parents of about 1,300 families and the children (7-13 years old) of approximately 400 families in West Germany. Results of studies using the questionnaires showed that there is a very complex relationship between the parents' concept of the child's personality and the parents' self-perceived parental attitudes. Specific child-rearing attitudes seem to be related to general personality characteristics of the parents. Child-perceived maternal attitudes appear to be more strongly related to the child's intelligence than child-perceived paternal attitudes. However, perceived paternal goals seem to be of higher value than perceived maternal goals in predicting the child's intelligence. Another study analyzed children's internal vs. external control orientation and its parental antecedents. Future research is anticipated which will examine parental socialization behavior and children's personalities, and intervention programs to change certain aspects of parental behavior are planned. (BRT)

ED 113 041 PS 008 085

Weikart, David P.  
 Parent Involvement: Process and Results of the High/Scope Foundation's Projects.  
 Pub Date Apr 75

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
 Descriptors—\*Compensatory Education Programs, Economic Disadvantage, \*Experimental Programs, Home Programs, \*Home Visits, Infants, Longitudinal Studies, Parent Education, \*Parent Participation, Parent Role, Parent School Relationship, Preschool Children, Preschool Curriculum, \*Preschool Education, Teacher Role  
 Identifiers—High Scope Educational Research Foundation

This paper reviews the concept of parent involvement in preschool intervention programs and presents experimental data relevant to the effectiveness of several preschool and home-based teaching programs for economically disadvantaged children. The range of current assumptions about parents is summarized as: (1) parents need to be taught how to be parents; (2) parents know what they need and can operate their own programs; and (3) parents and educators can become resources for each other. Several experimental home teaching programs conducted by the High/Scope Foundation and based on the

third assumption are described briefly: (1) the Ypsilanti-Perry Preschool Project, a preschool combined with weekly home visits; (2) the Ypsilanti Home Teaching Project, a 4-month program of weekly home visits; (3) the Ypsilanti-Carnegie Infant Education Project, in which educators or untrained women visited homes weekly for a 16-month period; and (4) a comparison of three preschool curricula combined with weekly home visits. Longitudinal data from several of these studies is already available, while data from other projects is still being analyzed. In general, it has been concluded thus far that the combination of preschool with home-based components yields impressive immediate and long-term results. Implications and considerations for preschool educators are discussed. (ED)

ED 113 042 PS 008 088

Hoffman, Martin L.  
 The Development of Altruistic Motivation.  
 Pub Date 10 Apr 75

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
 Descriptors—\*Altruism, \*Child Development, Children, \*Cognitive Development, Emotional Response, \*Empathy, Infants, \*Motivation  
 Identifiers—\*Concept of Other Sympathy

This paper attempts to tie empathy to the individual's development of a cognitive sense of the other, and thus to lay the groundwork for a stage analysis of the development of altruistic motivation. The first stage proposed in this scheme is empathic distress, the involuntary experiencing of another person's painful emotional state. Empathic distress results from the infant's complete fusion of self and other, so that he cannot distinguish another person's distress from his own and thus responds to it as though it were his own. The second stage, sympathetic distress, is divided into three levels. The first level occurs when the child knows that others are separate physical entities but does not realize that they have thoughts and feelings different from his own. At this level, the child can sense the distress of others, and tries to comfort them in the same way he himself likes to be comforted. The second level occurs when the child becomes aware of others as sources of thoughts and feelings in their own right and tries to find means of comforting them that are suited to their individual situations. The final level occurs when the child can be sympathetic to the overall life situation of a person or class of people. (Author)

ED 113 043 PS 008 105

Schweinhart, Lawrence J.  
 Analyses of Teaching Young Children.  
 Pub Date May 73

Note—85p.  
 EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage  
 Descriptors—\*Beliefs, Communication (Thought Transfer), \*Componential Analysis, \*Early Childhood Education, Parents, \*Teacher Behavior, Teachers, \*Teaching, Teaching Methods, Teaching Models  
 Identifiers—\*Parents as Teachers

Many analyses are presented which attempt to examine the teaching of young children by teachers and parents. Teaching is comprehensively defined as behavior which influences someone's learning or development. The analysis of teaching is considered in light of the factor of efficiency of communication. Analyses are arranged on an operability dimension beginning with high- and low-inference analyses of beliefs about teaching, then moving to high- and low-inference analyses of teaching behaviors and examples of reduction methods for the latter. Implications for research and practice are suggested. (Author/JMB)

ED 113 044 PS 008 106

Cage, Bob N. Emerson, Peggy  
 The Status of Kindergartens.  
 Mississippi Univ., University. Bureau of Educational Research.  
 Pub Date Nov 73

Note—13p.  
 Journal Cit—Research in Education (University of Mississippi); v7 n1 Nov 1973

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
 Descriptors—Affective Behavior, Cognitive Development, Educational Diagnosis, Full State

Funding, \*Kindergarten, \*Program Costs, Social Development, \*State Aid, \*State Legislation, \*State of the Art Reviews, Transitional Classes

Identifiers—\*Mississippi

This paper attempts to analyze current research on kindergartens, to assess kindergartens' contribution to public school education, and to provide Mississippi legislators and educators with a basis for making decisions concerning a state supported kindergarten program. A chart summarizing legislation relating to kindergarten in the 50 states (through 1972) is presented. At the time of the report Mississippi was one of five states having no state-supported kindergarten program. Research is cited to show the cost-benefit of kindergarten programs and the benefits of preschool education in cognitive, affective, and health areas. Criticisms of preschool education and counterarguments are reviewed, and it is concluded that research to date supports the importance of early childhood education, especially kindergarten. Figures are given for low kindergarten attendance and high drop-out rates in Mississippi schools, and suggestions are made for initiating and implementing a kindergarten program in the state. The operating costs of three alternative programs are examined, and the practical issues of facilities, curriculum, transportation, and personnel are discussed. (GO)

ED 113 045 PS 008 107

Parker, Ronald K., Ed.  
 The Preschool in Action: Exploring Early Childhood Programs.  
 Pub Date 72

Note—508p.  
 Available from—Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, Massachusetts 02210 (\$12.95)

Document Not Available from EDRS  
 Descriptors—Behavioral Objectives, Child Development, Cognitive Objectives, \*Curriculum Development, \*Curriculum Research, Discovery Learning, \*Early Childhood Education, \*Experimental Curriculum, Intellectual Development, Intervention, Poverty Research, \*Preschool Programs, Programed Instruction, Teaching Techniques  
 Identifiers—Montessori (Maria), Piaget (Jean)

This book is a collection of papers on curriculum development in early childhood education. In Chapter 1, Bruner examines what is known about the effects of poverty on child development in Western culture, considers whether modern developmental theories aid in understanding the impact of culture (and specifically) poverty on children's growth, and discusses the implications of his findings for public policy. In Chapter 2, Blank presents 12 techniques that teachers can use when a child makes a wrong response. In Chapters 8 and 10-13, several curriculum specialists offer an updating and extension of their earlier conceptualization. Included are Nimnich's responsive educational system, Robison's CHILD curriculum, Engleman and Bereiter's academic preschool, Karnes' ameliorative curriculum, and Miller and Camp's program based on the Gray/Klaus Early Training Project. Six of the remaining chapters deal with developing curricula for preschool children, ages 3-6: Nedder describes her developmental process approach to curriculum design, Kamii and Hooper present two different applications of Piagetian theory, Weikart reports on the Unit Based Curriculum; Banta comments on Montessori curriculum, and Whitney and Parker provide an account of their Discovery Program. In two other chapters, Aaronson and Palmer discuss curricula designed for children between 15 and 36 months of age. (JMB)

ED 113 046 PS 008 108

Kalyan-Masih, Violet  
 Preoperational Graphic Representation: From Intellectual Realism to Visual Realism in Draw a House-Tree Task.  
 Pub Date Jun 75

Note—8p.; Paper presented at the Annual Symposium of the Jean Piaget Society (5th, Philadelphia, Pennsylvania, June 13-14, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
 Descriptors—\*Cognitive Development, \*Cognitive Measurement, Cognitive Tests, \*Early Childhood Education, \*Freehand Drawing, Predictive Validity, \*Realism, Test Reliability, Test Validity





Descriptors—Discipline, Educational Games, \*Elementary Education, Family Health, Homework, \*Parent Child Relationship, \*Parent School Relationship, Parent Teacher Conferences, \*Parent Teacher Cooperation, \*Teacher Developed Materials, Television Viewing, Travel, Working Parents

This handbook was designed to help teachers promote parent-home involvement in children's learning by providing them with specific techniques and materials to use in working with parents. The handbook begins with a general article discussing why parent-home involvement is important in the educational process and goes on to present 10 tips for parents on how to cooperate with the school and 10 thoughts for teachers on the school child at home. Specific guidelines and send-home sheets are provided on such topics as encouraging self-reliance, children as individuals, work for children at home, health, discipline, television viewing, home games, family travel, preparing home study centers, homework, conferences, and working mothers. (JMB)

ED 113 055 PS 008 127

Corrado, Joseph

**The Family Hour: An Experiment in Parent Involvement.**

Play Schools Association, New York, N.Y.

Pub Date 75

Note—19p.

Available from—The Play Schools Association, 111 E. 59th Street, New York, New York 10022 (Paper, \$1.25)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Day Care Programs, \*Day Care Services, Family Involvement, Family School Relationship, \*Parent Participation, Parent Role, \*Parent School Relationship, \*Parent Teacher Cooperation

Identifiers—Play Schools Association

This booklet describes the guidelines, activities, and problems of a program designed to facilitate parent participation in a day care center. The program revolves around a weekly parent visit (the "Family Hour") during which parents are encouraged to relax, enjoy themselves and observe the children at play. Benefits to parents and staff are outlined and guidelines for implementing the parent participation plan, writing invitations, choosing a suitable time, and other practical ideas are discussed. Suggested activities for the parent group include storytelling, trip planning and puppet and theater making. The booklet concludes with a look at some of the problems, pitfalls, and adverse reactions and the retrospective recommendations, evaluations, and comments of staff members involved in the "Family Hour." (GO)

ED 113 056 PS 008 128

Bronfenbrenner, Urie

**The Challenge of Social Change to Public Policy and Developmental Research.**

Pub Date 12 Apr 75

Note—68p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Academic Achievement, \*Child Rearing, Delinquency, Drug Abuse, \*Economic Factors, Economic Status, \*Family (Sociological Unit), Public Policy, Racial Factors, Research Methodology, \*Social Change, Social Status, Unwed Mothers, \*Urbanization, Working Parents

Identifiers—\*Divorce

This paper documents the social changes that have taken place in the American family during the last quarter century and suggests that these changes have created the need for new directions in both public policy and developmental research. The general trend reveals progressive fragmentation and isolation of the family in its child rearing role, as evidenced by more working mothers, more single-parent families, a decline in academic performance, and a rise in the rates of child homicide, suicide, drug use, and juvenile delinquency. It appears that the critical factor in these trends is not race, but the conditions under which the family lives. Changes are occurring more rapidly among younger families with younger children: Cross-sectional differences in the well-being of families are strongly linked with economic status, but the longitudinal trends seem to be a function of increasing urbanization. It ap-

pears that the destructive effect of these changes derives from the progressive segregation by age in American society, resulting in the isolation of children from those responsible for their care. The key to correcting these problems is seen in the development of support systems for families and in research which studies development in context. (Author/JMB)

ED 113 057 PS 008 146

Braggett, E. J.

**The Effect of Preschool Kindergarten Attendance on the Cognitive Development of Children of Above Average Intelligence. Summary of an Investigation.**

Pub Date May 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Cognitive Development, \*Cognitive Measurement, \*Early Childhood Education, Gifted, Intelligence Differences, Intelligence Level, Longitudinal Studies, \*Preschool Evaluation, \*Preschool Programs

Identifiers—\*Australia

This study attempted to determine whether attendance at a traditional preschool resulted in significant cognitive gains for young children over a 3-year period. The experimental group consisted of 59 children at four preschools. Each was matched with a nonattender on such variables as age, sex, intelligence, and family characteristics. The mean Stanford-Binet IQ was approximately 119. Testing was done before the experimental group began preschool, at the end of their preschool year, at the end of kindergarten, and at the end of first grade. The Stanford-Binet (S-B) and the Peabody Picture Vocabulary Test (PPVT) were the main instruments used in the testing. These were supplemented by tests on reading, mathematics, spelling, and Piagetian concept attainment. The results indicated: (1) significant differences between the two groups on the S-B at the end of preschool, kindergarten, and first grade, with the experimental mean higher than the control; (2) significant PPVT increases by the experimental group but not by the control group; (3) no significant difference between groups on the Piagetian test of operativity at the end of kindergarten, but a significant difference in favor of experimental children by the end of first grade; and (4) no significant differences between the two groups on tests of school performance. (JMB)

ED 113 058 24 PS 008 169

**Children and Television: An Abstract Bibliography.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—61p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Ill. 61801 (Catalog No. 133, \$2.50)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Aggression, \*Annotated Bibliographies, Broadcast Industry, Childhood Attitudes, Commercial Television, Communication (Thought Transfer), \*Early Childhood Education, \*Educational Television, Elementary School Students, Preschool Children, Programming (Broadcast), Self Concept, Social Development, \*Television Research, \*Television Viewing, Violence

This selective abstract bibliography provides reference information for educators, researchers, and students concerning the effects of television on children. It contains 127 entries: 72 abstracts from "Resources in Education" (March 1973 to March 1975) and 55 listings from "Current Index to Journals in Education" (November 1971 to November 1974). Each entry includes applicable descriptor (subject index) terms. Areas covered include the effects of programming and commercials on children's creativity, reading, social behavior, and susceptibility to stereotypes, and the role of parents and teachers in mediating between television and young viewers. (Author/JMB)

ED 113 059 PS 008 190

**Research, Demonstration and Evaluation Studies on Child Abuse and Neglect.**

Intradeptmental Committee on Child Abuse and Neglect (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OHD-75-77

Pub Date 75

Note—32p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (DHEW) Publication No. (OHD) 75-77, \$0.80

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Birth Order, Case Studies, \*Child Abuse, \*Child Advocacy, Child Care, Community Role, \*Community Service Programs, Demography, Evaluation Methods, \*Federal Government, Mental Health, \*Parent Child Relationship, Parent Role, Research Projects, Social Workers, Volunteers

Identifiers—\*Intradeptmental Committee Child Abuse Neglect

This booklet describes 38 projects funded during Fiscal Year 1974 by the Intradeptmental Committee on Child Abuse and Neglect. Projects include community prevention programs, child protection, family resource centers, mother-infant attachment, the demography of child abuse, and the effect of birth order on the mother-child relationship. Project descriptions are organized by funding agency. The principal investigator or project director is listed for each described project, and a brief synopsis of the purpose of the project is given. The history and goals of the Intradeptmental Committee on Child Abuse and Neglect are also briefly explained. Project descriptions are indexed by: (1) principal investigator and institution, (2) region, and (3) project number. (Author/BRT)

ED 113 060 PS 008 234

Minter, Margaret And Others

**The Classroom Chef: A Children's Picture Cookbook for Nutrition Education. Teachers Manual.** University of South Alabama, Mobile. Head Start State Training Office.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 75

Note—99p.

Available from—University of South Alabama, Head Start State Training Office, 250 Bay Front Drive, Mobile Alabama 36615 (Manual plus illustrated posters; write for current price)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Cooking Instruction, Curriculum Guides, \*Early Childhood Education, Eating Habits, Field Trips, Food, Handicapped Children, Health Education, Instructional Materials, \*Learning Activities, Motor Development, \*Nutrition Instruction, Perceptual Development, \*Preschool Programs, Regular Class Placement, Teaching Guides

Identifiers—Alabama (Mobile), \*Project Head Start

This teacher's manual presents lesson plans and recipes designed for use with preschool children, discusses the need for early nutrition education, and offers suggestions for conducting cooking activities in the classroom. Specific ideas are provided to involve handicapped children in cooking experiences. Nutrition education in the preschool is emphasized as a good way to help children form good food habits and healthy attitudes toward different kinds of foods early in life. Preferred locations for the cooking center in the preschool as well as suggestions about necessary furniture, equipment, and utensils are given. A list of children's books that can be related to cooking experiences is included. Nine illustrated recipes are provided, including recipes for chili, succotash, and Chinese egg drop soup. Each recipe lists ingredients, materials, procedure, and preparatory tasks for the teacher. Lesson plans accompany each recipe include: (1) basic developmental concepts involved (e.g., counting and measuring, fine motor coordination); (2) lists of words and phrases to use during preparation (e.g., ingredient); (3) ways to introduce and prepare the recipes; (4) suggested expansion activities (e.g., discovering the sources and uses of heat); and (5) forms for evaluating each cooking experience. (BRT)

ED 113 061 PS 008 276

Caldwell, Betty M.

**The Public School as a Delivery System for Child Development Services.**

## 162 Document Resumes

Center for Early Development and Education, Little Rock, Ark.

Spons Agency—Carnegie Corp. of New York, N.Y.; Little Rock Public Schools, Ark.; Rockefeller Bros. Fund, New York, N.Y.

Pub Date Aug 74

Note—9p.; Paper presented at the National Symposium "Implementing Child Development Programs" (Boston, Massachusetts, August 1-2, 1974); For related document, see ED 069 437; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Development, \*Child Development Centers, Day Care Programs, \*Early Childhood Education, \*Elementary School Role, Elementary Schools, Family Involvement, \*Preschool Programs, \*Program Development, Staff Improvement, Staff Meetings

Identifiers—\*Developmental Continuity

This paper describes a child development project implemented in an attempt to demonstrate that a full range of child development services can be centered in an elementary school. Child development services are defined as a broad array of support systems to children and their families which facilitate the children's progression through life—their acquisition of the competencies and attitudes which enable them to feel of consequence to themselves and others. The major components of the project described and discussed are: (1) establishment of an early childhood education program for children six months of age and older, use of empty classrooms in the project school; (2) reorganization of the entire school into an extended day school, open from 6:45 a.m. to 5:15 p.m.; (3) development of a framework of cooperation between a university and the local school district for supervision of the project; (4) involvement of the families of enrolled children in all aspects of the project; (5) encouragement of positive researcher/teacher relations by requiring all researchers to spend some time working directly with the children; (6) establishment of a health program for the school (later terminated); (7) revision of the student teaching experience for senior interns to feature a developmental approach; and (8) creation of a viable staff development program. (Author/JMB)

ED 113 062 PS 008 278

Coie, John D. Pennington, Bruce F. The Perception of Deviance and Disorder: A Developmental Perspective.

Pub Date Apr 75

Note—19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adolescents, Aggression, Anti Social Behavior, Behavior Standards, \*Elementary School Students, Group Norms, \*Identification, Interviews, \*Peer Groups, \*Socially Deviant Behavior, Social Maturity

Identifiers—\*Attribution Studies

A total of 20 boys and girls from grades 1, 4, 7, and 11 were interviewed on the topic of deviant behavior among their peers. They were also asked to make deviance judgments on two story characters whose behaviors exemplified qualities that typically evoke an attribution of psychological disorder on the part of adult judges. One story described loss of control and aggression, the other a distorted and paranoid perception of social reality. The pattern of reaction to the stories was consistent with age-related shifts in the basis for deviant status. First graders generally failed to think in terms of group norms; the transition from the middle grades to adolescence was marked by greater emphasis on social consensus, both in psychological perspective and group behavior. (Author/GO)

RC

ED 113 063 RC 008 767  
Sonquist, Hanne And Others  
A Model for Low-Income and Chicano Parent Education. Final Report.

Santa Barbara Family Care Center, Calif.  
Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—OCD-CB-127(C2)

Pub Date Jun 75

Note—171p

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Child Rearing, Comparative Analysis, \*Early Childhood Education, Educational Programs, Family Relationship, \*Low Income, \*Mexican Americans, Models, \*Parent Education, Parent Participation, Preschool Learning, Program Descriptions, Program Evaluation, Self Concept

Identifiers—\*California (Santa Barbara), Chicanos

Designed primarily for low-income Mexican American families, the program's goals were to: expand the mother's skill and knowledge of child rearing practices and their daily use; develop her self-confidence and perceived ability to influence her child's development; increase her skills in dealing with her institutional environment; nurture her involvement with and responsibility for the program; and expand her human relations skills and preventive mental health practices in dealing with her own and her family's needs and emotions. To best achieve these goals, a 3-faceted approach was initiated: a program for mothers, a children's program, and a service component. From January 1972 to June 1974, 126 mothers and 250 children participated in the program. The program was evaluated to identify the participants' social and demographic characteristics, their utilization of existing community resources, their attitudes toward the program, and the program's impact on the mothers' child rearing repertoire and self concepts. Some data were collected on a comparison group, consisting of mothers whose children participated in the 1972-73 and 1973-74 Headstart Program. Overall, it was found that mothers increased their participation and sense of responsibility at the Centro, had better resources and skills to solve their problems, and valued their child's and their own learning process. This report discusses the program's goals, progress, and evaluation. (NQ)

ED 113 064 95 RC 008 769

Deloria, Vine, Jr., Ed.

Indian Education Confronts the Seventies. Five Volumes; Volume I: History and Background of Indian Education.

American Indian Resource Associates, Ogala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*American Indians, Cultural Background, \*Education, Equal Education, \*Evaluation, \*History, Legislation, Racial Discrimination, Reservations (Indian), \*Social Structure, Tribes, Typology

Identifiers—\*Indianization, United States (East)

Presenting three position papers, this publication is the first in a series of five volumes on American Indian education. Papers are titled and authored as follows: (1) "Reflections on Contemporary Indian Education" (an introduction to this series, calling for reform via "Indianization" of Indian education) by Vine Deloria, Jr.; (2) "An Historical Overview of Indian Education with Evaluations and Recommendations" (over 100 pages documenting the racial, religious, political, and instructional inequities in the development of American Indian education) by Lehman L. Brightman; and (3) "Eastern American Indian Communities" (a typological study emphasizing the social cohesiveness of eastern Indians despite the traditional lack of Federal and State aid) by Robert K. Thomas. (JC)

ED 113 065 95 RC 008 770

Brightman, Lehman L.

An Historical Overview of Indian Education with Evaluations and Recommendations.

American Indian Resource Associates, Ogala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Document Not Available from EDRS

Descriptors—\*American Indians, Boarding Schools, \*Culture Conflict, Day Schools, \*Education, Educational Legislation, Equal Education, \*Evaluation, Federal Aid, \*Historical Reviews, Racial Discrimination, Religious Discrimination, Reservations (Indian), Treaties

Identifiers—BIA, \*Bureau of Indian Affairs

Tracing the history of American Indian education from the coming of the white man to the present day, this position paper presents evaluations and recommendations from an Indian point of view. Among the major topic divisions are: (1) Historical Background; (2) Government Support of Early Indian Education; (3) Early Education Falls Short of Its Goals; (4) Civil War Marks the Turning Point in Improved Education; (5) Successful Indian Operated Schools; (6) The Treaty Period; (7) The Allotment Act; (8) Education, Coercion, and Religious Persecution; (9) The Meriam Report; (10) The Indian Reorganization Act; (11) World War II; A Period of Retrogression; (12) Federal Funds That Support Indian Education in Public Schools (Impact Aid, the Johnson O'Malley Act, and Title I funds); (13) Public Schools Have Failed Indians; (14) Special Subcommittee Hearings on Indian Education: 1967-69 United States Senate; (15-17) The Failure of Federal Schools: Historical Development, Evaluation, and Recommendations (Bureau of Indian Affairs, Boarding Schools, Day Schools, etc.). Emphasizing the racial, religious, and instructional inequities found in the Federal Schools, the latter part of this paper focuses on the cause-effect relationship of poor, insensitive education and poor mental health as manifest in Indian student drug abuse, criminality, low achievement rates, cultural conflicts, and general unhappiness. (JC)

ED 113 066 95 RC 008 771

Thomas, Robert K.

Eastern American Indian Communities.

American Indian Resource Associates, Ogala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Document Not Available from EDRS

Descriptors—\*American Indians, Cultural Traits, \*Federal Aid, \*History, Nonreservation American Indians, Preservation, Reservations (Indian), \*Social Structure, Tribes, \*Typology

Identifiers—\*United States (East)

Identification of social and cultural commonalities among American Indians of the eastern U.S. reveal 4 geographical areas—(1) the eastern seaboard (the largest group in both number of distinct groups and population); (2) the inland area; (3) Louisiana (a combination of inland and seaboard characteristics); (4) the eastern Great Lakes area (Michigan and Indiana). Further typological identification provides the following categories: (1) Tribals (preservation of ancestral continuity via extensive use of the language); (2) Tribals in Transition (experiencing social change); (3) "Ideologized" Tribes (preservation of aboriginal traits via modern reinterpretation); (4) Resurgent Peoples (population resurgence); (5) Reconstituted Peoples (intertribal amalgams); (6) Displaced Peoples (communities formed in response to social isolation); and (7) City Indians (farthest removed from ancestral ways). (JC)

ED 113 067 95 RC 008 772

Deloria, Vine, Jr., Ed.

Indian Education Confronts the Seventies. Five Volumes; Volume II: Theoretical Considerations in Indian Education.

American Indian Resource Associates, Ogala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

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Note—260p.; For related documents, see RC 008 769-771, 773-803

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Descriptors—\*American Indians, Career Education, \*Cultural Awareness, Curriculum Development, Early Childhood Education, \*Education, Evaluation, Manpower Development, School District Autonomy, \*Self Actualization, Testing, \*Theories



**Identifiers—\*Indianization**

Presenting six position papers, this publication is the second in a series of five volumes on American Indian education. Papers are titled as follows: (1) "The Theory of Indian Controlled Schools" (Indian control of education is perceived as the basis for a cultural renewal process in which the problems of contemporary identity and purpose are resolved); (2) "A Theory of Vocational-Technical Career Education" (vocational training models are considered in terms of the ongoing developments in non-Indian America and the progressive developments in Indian communities); (3) "Testing, Evaluation, and the Indian Education Act of 1972" (testing criteria, particularly the criterion-referenced test, are proposed for use in Indian education); (4) "Early Childhood Education Program Models" (drawing upon a longitudinal study of the "Follow Through" program, numerous models of early childhood education are considered); (5) "A New Curriculum Design for Native American Schools" (consideration is given to a curriculum designed to emphasize tribal history, culture, traditions, and the immediate community environment); (6) "Perspective on Manpower Planning" (consideration is given to a philosophy of educational manpower planning that emphasizes innovative programs designed by Indian communities to promote both interculturalism and pride in heritage). (JC)

ED 113 068 95 RC 008 773

Clifford, Gerald M.

**The Theory of Indian Controlled Schools.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date 74

Contract—OE-0-73-7094

Note—38p.; For related documents, see RC 008 769-772, 774-803

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**Document Not Available from EDRS**

Descriptors—\*American Indians, \*Community Control, \*Community Development, Community Involvement, Education, Futures (of Society), Interaction, Models, \*School District Autonomy, \*Social Change, Theories

Identifiers—\*Indianization

American Indian rejection of the assimilation process coupled with recent positive Office of Educational Opportunity (OEO) experiences have given birth to new Indian ideologies which encompass regeneration of the internal forces in the Indian community. Local control of education provides the key to regenerative action and total development, because people are necessary for development of institutions, and institutions contribute to the development of people. Community controlled schools can provide a focal point for community recovery through involvement. Involvement gives meaning to existence, and involvement in a movement to recover cultural values in an Indian community can lead to recovery of religious values which, in turn, will promote the social intercourse and solidarity necessary for development and self-actualization. Community control of education can effectively promote social change from within, as educational control can provide: (1) immediacy of contact between the young and old; (2) a mechanism for the Indian professional who would root himself in the environment and explore the wisdom of tribal perspectives via modern techniques; (3) a forum for cultural expansion and creativity; (4) employment at the local level; and (5) control of Federal monies which could be used as a lever to promote Indian development and capital. (JC)

ED 113 069 95 RC 008 774

Smith, Clodius

**A Theory of Vocational-Technical Career Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date 74

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Note—42p.; For related documents, see RC 008 769-773, 775-803

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**Document Not Available from EDRS**

Descriptors—\*American Indians, \*Career Education, Educational Alternatives, Educational Objectives, \*Elementary Secondary Education, Field Experience Programs, Guidance Counseling, Job Skills, Manpower Development, Occupational Clusters, \*Program Development, \*Relevance (Education)

Identifiers—\*Indianization

Current dropout and unemployment rates among American Indians suggest that educational needs of virtually all Indians can best be met through occupationally oriented education programs that are designed to meet specific Indian needs. In recognition of both individual and societal needs, Indian education must direct itself toward provision for every student at all levels to acquire skills which will enable him to make a livelihood regardless of the level at which he leaves the educational system. A comprehensive career and vocational-technical education should include a sequentially developed program offering career orientation, exploration, and preparation which is structured around the basic subjects of grades 1-12. Elementary education should provide information relative to job roles and requirements. Junior high schools should provide exploration of specific job clusters via hands-on experiences and field observations. Senior high schools should provide specialization via the following options: (1) intensive job preparation for entry into the world of work; (2) preparation for post secondary occupational education; (3) preparation for 4-year college entry. Program development should include consideration of: guidance counseling; curriculum laboratories; systematic evaluation; and manpower development, delivery systems, placement, and follow-up. (JC)

ED 113 070 95 RC 008 775

Heath, Robert W. Nielson, Mark A.

**Testing, Evaluation and the Indian Education Act of 1972.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date 74

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**Document Not Available from EDRS**

Descriptors—\*American Indians, Criterion Referenced Tests, \*Cultural Differences, Cultural Pluralism, Culture Free Tests, Economically Disadvantaged, \*Educational Legislation, Elementary Secondary Education, \*Evaluation Criteria, Multilingualism, Norm Referenced Tests, \*Policy Formation, Program Evaluation

Identifiers—\*Indian Education Act 1972, Indianization

The history of testing and evaluation in Indian education has been less than satisfactory since achievement and intelligence testing instruments traditionally have been norm-referenced, rather than criterion-referenced, and have not accounted for cultural differences. The Indian Education Act of 1972 provides for Indian involvement in the evaluation of Federal Indian education programs. Sound testing and evaluation procedures should make provision for validity, reliability, and practicality, while useful program evaluations should include: (1) tangible criteria; (2) accurate and relevant information; (3) an evaluation plan; (4) a program description; (5) able and cooperative people; and (6) use of and reports of the results. Issues critical to policy information under the Act should include consideration of: (1) pluralism; (2) multilingualism; (3) poverty; and (4) cultural differences. Position statements on the evaluation of Indian education programs are proposed as follows: (1) the authority for external evaluation should be exercised by local Indian communities; (2) use of norm-referenced standardized achievement and IQ tests should be discouraged; (3) an evaluation review panel should be organized to review projects and applications for adequacy of evaluation plans and degree of community participation in evaluation. (JC)

ED 113 071 95 RC 008 776

Sorensen, Philip H.

**Early Childhood Education Program Models for Indian Communities.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date 74

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**Document Not Available from EDRS**

Descriptors—\*American Indians, Cultural Differences, \*Early Childhood Education, Economically Disadvantaged, \*Evaluation Criteria, \*Models, \*Policy Formation, Program Evaluation

Identifiers—Indianization, \*Planned Variation, Project Follow Through

Drawing heavily upon the experiences of the Stanford Research Institute (SRI) and its experience in a longitudinal evaluation of the national "Follow Through" program (a program devised to provide developmental and educational services for poor children), this paper is written in reference to the development of early childhood education models for American Indian children. The 1st section presents: (1) a review of the "planned variation" concept wherein different educational improvement models are tried out in various situations; (2) discussion of dilemmas that characterize any major demonstration of quasi-experiment in a natural setting; and (3) a conceptual model for program evaluation which emphasizes categorization of evaluation issues and foci for evaluation activities. Opening with questions relative to the effectiveness, attractiveness, and appropriateness of instructional models, section 3 presents: (1) descriptions of several models drawn directly from SRI technical reports, and (2) discussion of findings that appear to be acceptably dependable for policy guidance (approaches which have shown either most consistent positive effects or effects of substantial magnitude in some application). The final section presents a preview of work in progress which shows promise of yielding generalizations from which "new" models might be synthesized or older models refined. (JC)

ED 113 072 95 RC 008 777

Sharpes, Don

**A New Curriculum Design for Native American Schools.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date 74

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Descriptors—\*American Indians, Child Development, Committees, \*Community Involvement, Cultural Awareness, \*Cultural Background, \*Curriculum Development, \*Elementary Secondary Education, Environmental Education, Evaluation, Integrated Curriculum, Objectives, Planning

Identifiers—\*Indianization

The goals of planning for innovation and reform of American Indian schools should include a culturally based and child oriented curriculum. The curriculum design should be based on the assumptions that it will provide: (1) motivation and interest for the youth it serves; (2) children with the capacity to learn how to learn; (3) an individually based grading and evaluation system; (4) an environmental orientation; and (5) total integration wherein teachers participate in the planning function. Utilizing input from the total Indian community, a first priority should be development of culturally based materials which emphasize learning by doing, psychomotor association, symbolic association, dramatization, trials, and art. In keeping with an environmental orientation, curriculum design should stress: (1) the protection of life, health, and living; (2) the securing of a living; (3) the expression of emotions and beliefs; and (4) the ability to work in groups and the development of social responsibility. Utilizing teachers, parents,

youth, tribal and community officials, and others as representatives, a curriculum committee should be established to: (1) oversee all curriculum projects; (2) set goals and priorities; (3) review and approve curriculum plans; (4) advise the school board of community participation; and (5) evaluate the curriculum. (JC)

ED 113 073 95 RC 008 778  
Orr, Paul G.

**Perspective on Manpower Planning.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.  
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Descriptors—\*American Indians, Community Education, Community Involvement, \*Cultural Awareness, Educational Alternatives, \*Elementary Secondary Education, Leadership, \*Manpower Development, Objectives, Philosophy, \*Planning, Program Development, Teacher Education

**Identifiers—\*Indianization**

Among the philosophical premises which should undergird manpower planning and training for American Indian elementary and secondary education are: (1) opportunity to alleviate educational disadvantage; (2) realization that prior attempts to design programs for Indians have been fragmented or unworkable; (3) realization of the right to determine one's own destiny based on knowledge of and access to alternatives; (4) realization of man's increasing interdependence and the necessity for higher levels of tolerance; (5) the necessity for opportunities to dramatically increase Indian personnel competencies in leadership positions at all levels; (6) the necessity for a massive manpower development program for people working with Indian children; (7) development of programs for Indian people at institutions which have the capability of providing innovations for specific Indian needs. Indian education should include: (1) schools which provide cultural pride, extensive counseling, career education, behavioral models of both interculturalism and pride in heritage, and community based education; (2) teacher preparation programs emphasizing skills in development of instructional objectives, indepth cultural studies, individualized programs, and utilization of community resources; and (3) research and training programs for non-school personnel. (JC)

ED 113 074 95 RC 008 779  
Deloria, Vine, Jr., Ed.

**Indian Education Confronts the Seventies. Five Volumes, Volume III: Special Program Considerations.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.  
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Descriptors—Adult Education, Advisory Committees, \*American Indians, \*Community Involvement, Consumer Education, Economic Development, \*Education, Elementary Secondary Education, Ethnic Studies, Health Education, Higher Education, \*Program Development, \*Relevance (Education), Vocational Education

As the third volume in a five volume series of position papers on American Indian education, this publication presents eleven position papers on special programs. Papers are titled as follows: (1) "A Vision: The Warrior-Scholar-Community Activist, The End Product of Indian Studies"; (2) "The Relation of Indian Studies to the University Structure"; (3) "The Importance of Indian Studies to Interracial Understanding"; (4) "Vocational and Technical Education Training Model for Indian Groups"; (5) "An Indian View of Vocational-Technical Education"; (6) "The Need for Consumer Education Among Indians"; (7) and (8) "Training Needs of Indian Parent Ad-

visory Committees" (two different articles on the same topic); (9) "Health Education"; (10) and (11) "A Variation Plan for Indian Communities". A major theme running throughout these papers is that of Indian control of Indian destiny as relative to all aspects of Indian education. Major consideration is also given to the importance of the relationship between economic development and educational development in the various Indian communities (urban, rural, reservation, etc.) (JC)

ED 113 075 95 RC 008 780

Whiteman, Henrietta V.

**A Vision: The Warrior-Scholar-Community Activist, The End Product of Indian Studies.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.  
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**Document Not Available from EDRS**

Descriptors—\*American Indians, Art, \*Biculturalism, Community Development, \*Course Descriptions, \*Ethnic Studies, Field Experience Programs, Graduate Study, \*Higher Education, History, Language, Literature, Philosophy, Religion, Reservations (Indian)

Identifiers—\*Native American Studies, Warrior Scholars

American Indian Studies as developed in institutions of higher education should be designed to produce a new type of person—a warrior-scholar, community activist who not only understands the various worlds in which the Indian must live but is actively involved in improving these worlds via bicultural participation in a pluralistic society. The development of Indian Studies should include courses for undergraduates, graduates, and summer institutes taught by Indian teachers or non-Indian professionals who have been sensitized to the Indian perspective. An informal survey of the kinds of courses most successful in American Indian Studies reveals a need for courses in: (1) general nationwide history; (2) culture as expressed via language; (3) the urban Indian; (4) regionalized history; (5) literature and oral traditions; (6) ethno-science; (7) Native women; (8) music; (9) art; (10) dance; (11) penal institutions; (12) community development; (13) the reservation Indian; (14) religion and philosophy; (15) contemporary issues; (16) an historical perspective on Indian education; (17) research and analysis of critical issues affecting the American Indian; and (18) direct independent study. Graduate programs utilizing these kinds of courses should be practical and field based to assure emergence of the warrior-scholar. (JC)

ED 113 076 95 RC 008 781

Swenson, David

**The Importance of Indian Studies to Interracial Understanding.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.  
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**Document Not Available from EDRS**

Descriptors—\*American Indians, \*Cultural Awareness, Cultural Differences, \*Educational Needs, Elementary Secondary Education, Employment Opportunities, Ethnic Stereotypes, \*Ethnic Studies, Higher Education, Middle Class Culture, Professional Personnel, \*Race Relations

Identifiers—\*Equal Employment Opportunity Act 1972

Since American Indians have been traditionally stereotyped by educational textbooks and commercial media, it is no wonder that the majority of the U.S. population has very little real knowledge of Native American religion, philosophy, art, music, or general cultural traditions. Within mainstream institutions, this lack of

knowledge and/or interest seriously impedes implementation of the Equal Employment Opportunity Act of 1972 (EEO), for EEO does not adequately clarify what constitutes Indian identity nor does it account for the established white middle class employment standards applied to Indian applicants. Responses to a questionnaire recently administered to professionals in the Federal system and the private sector clearly illustrate a preponderance of casual, superficial attitudes toward Indians. For example, among the 5 educators who responded to the questionnaire, only 1 perceived a need for Indian Studies. It is evident that no matter how important the EEO Act is, it cannot undo decades of academic injustice and that it is only through change in our educational institutions (K-college) that we can begin to mitigate the stereotypes and the middle class standards applied to Indians. Ethnic studies courses are needed now, but eventually the study of Indian culture must be expanded into the traditional academic fields. (JC)

ED 113 077 95 RC 008 782

Dupree, Calvin

**An Indian View of Vocational-Technical Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.  
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**Document Not Available from EDRS**

Descriptors—\*American Indians, Boarding Schools, Career Education, \*Educational Quality, Elementary Secondary Education, \*Evaluation, Guidance Counseling, Higher Education, Historical Reviews, \*Relevance (Education), \*Vocational Education

Identifiers—BIA, \*Bureau of Indian Affairs

Traditionally vocational education has served minority groups and has, consequently, suffered from financial neglect. Since numerous non-minority citizens will never attend college, it is in the interest of all society to improve vocational education. In 1963 the Bureau of Indian Affairs (BIA) established a policy of prevocational education for American Indians, emphasizing academic courses in the 9th grade and 'exploratory' shop courses in the 10th-12th grades. Falling short of their goals, BIA schools showed a 40 percent dropout rate with only 28 percent of the graduates going on to college in 1967. A recent evaluation of Federal boarding schools indicates inadequacies in academic programming, guidance counseling, vocational equipment, and prevocational training. However, successful Indian operated post-secondary schools are beginning to emerge. Improvement in the quality of Indian vocational education calls for: (1) an increase in BIA funding; (2) better information dissemination on grants, fellowships, etc.; (3) more financial support for existing and emerging Indian community colleges; (4) Federal allocations for Indian recruitment and counseling; (5) an all Indian vocational research/development section in the U.S. Office of Education Regions; (6) reservation based courses and workshops for adults; (7) Indian involvement in the National Vocational Education Advisory Council. (JC)

ED 113 078 95 RC 008 783

Deloria, P. S.

**The Need for Consumer Education among Indians.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.  
Pub Date 74

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**Document Not Available from EDRS**

Descriptors—\*American Indians, Community Involvement, \*Consumer Education, Credit (Finance), \*Cultural Differences, \*Economically Disadvantaged, Family Attitudes, Family

Income, Policy Formation, Program Development, \*Reservations (Indian)

Identifiers—\*Indianization, Trading Posts

Since the standard approach to consumer education is based upon the economic situation of the average American and since the degree of American Indian reservation poverty is substantially greater than that of other groups, it is clear that there is a need for Indian oriented consumer education. Based upon a long established credit system, reservation economics traditionally have centered on the trading post. Dependent upon and exploited by white traders, reservation Indians have been subject to patronization by the traders who, serving as liaisons to the outside world, have controlled Indian communications, including Federal checks and employment opportunities. As a landlord leasing out Indian lands to local non-Indians, the reservation Indian has been the recipient of an annual lump sum which has proliferated a "boom or bust" economy, often putting the Indian in the position of having to borrow from his lessee. The extended family of the reservation Indian contributes to the boom or bust economy, for a man is expected to share whatever he has, whenever he has it, with his extended family. Indian reservation consumer education should: (1) be part of a long range, comprehensive economic development strategy; (2) utilize community and tribal organizations as delivery mechanisms; (3) utilize existing local programs and resources; and (4) include community involvement. (JC)

ED 113 079 95 RC 008 784  
Gress, Betty L.

Training Needs of Indian Parent Advisory Committees.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*Advisory Committees, \*American Indians, Elementary Secondary Education, \*Federal Aid, Legislation, Organization, \*Parents, Statewide Planning, \*Training

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, IEA Title IV, Indian Education Act Title IV, Johnson O Malley Act, JOM

Since Title IV of the Indian Education Act of 1972 stipulates organization of parent advisory committees for input in program development and since Federal aid to American Indian education has been misused and mismanaged in the past, it is essential that parent advisory committees be trained to effectively utilize legislation affecting Indian education. Indian parents need to be thoroughly acquainted with the Johnson O'Malley Act of 1934, Title I of the Elementary and Secondary Education Act of 1965, and Title IV of the Indian Education Act of 1972 if they are to effectively serve as advisory committee members. Generally, Indian parents do not understand their rights, the kinds of information they should have access to, or how they might organize to be effective. Having tried a variety of parent training methods, the Coalition of Indian Controlled School Boards has found that sending a specialist into the home where he can meet informally with small groups has produced the best results. Generally, the specialist presents an historical review of the laws; itemizes the areas in which parents should be involved; and details legal rights relative to program operations and expenditures. Development of a statewide organization of parent advisory committees to plan for use of Johnson O'Malley funds and to produce a legislative handbook on Indian education is recommended. (JC)

ED 113 080 95 RC 008 785

Misaszek, Lorraine

Training Needs of Indian Parent Advisory Committees.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*Advisory Committees, \*American Indians, Cultural Interrelationships, Elementary Secondary Education, Interaction, \*Parents, Program Administration, Rural Areas, School Personnel, \*Training, \*Urban Areas

Identifiers—Elementary and Secondary Education Act Title I, ESEA Title I, IEA Title IV, Indian Education Act Title IV

Having been accused of being "rubber stamp" committees and having experienced racial hostilities and cultural frustrations in other programs, the American Indian parent advisory committees established under Title IV of the Indian Education Act of 1972 need training. Urban training programs for advisory committee parents should be developed with the following considerations in mind: (1) no one school usually serves all Indians; (2) numerous Indian parents cannot afford the expense of traveling across town to meetings; (3) an outreach effort on the part of school officials is needed to convince parents that they are wanted for input into Title IV program efforts; (4) school personnel will be ineffective unless they work on an equal basis with Indian parents in program development; (5) constructive relationships must be built upon mutual understanding between parents and educators; (6) factional groups in urban communities range from very conservative to militant. Specific training program suggestions include: (1) repeated clarification of Title IV regulations; (2) explanation of the valuable relationship between short- and long-range goals; (3) a major emphasis on basic school functions; (4) thorough explanation of the art of teaching as relative to different child rearing practices. Rural training programs should emphasize alleviation of high turnover rates. (JC)

ED 113 081 95 RC 008 786

Larrabee, Eunice

Health Education.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

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Document Not Available from EDRS

Descriptors—\*American Indians, \*Community Involvement, \*Cultural Awareness, Cultural Differences, \*Health Education, \*Program Development, Self Actualization

Identifiers—Community Health Representatives, \*Lakota Tuberculosis and Health Association

Formed in 1953 when tuberculosis was running rampant among the Cheyenne River Sioux, the South Dakota TB Association became exemplary of the kind of response to be elicited from the American Indian grass roots when the need is Indian defined and the solution is Indian designed. Success of the Cheyenne River organization in combating TB brought about formation of the Lakota Tuberculosis Control Conference, a statewide health organization composed of 7 Sioux reservations. Assuming other health responsibilities and expanding beyond state boundaries, this organization changed its name in 1958 to the Lakota TB and Health Association and was formally chartered in 1968 when it adopted a constitution and by-laws. The Lakota TB and Health Association then became instrumental in creating the Community Health Representative (CHR) programs, programs administered under the Indian Health Service which provide training for Indian liaisons between the hospitals and the communities. CHR's have become indispensable to the Indian community, for as bilingual interpreters of doctor and patient information, they help bridge the gap between Indian cultural traditions and modern health education. Today 18 tribes are members of the Lakota TB and Health Association, and it is only via these kinds of community-based, Indian organized programs that Indian health education can be effective. (JC)

ED 113 082 95 RC 008 787

Wax, Murray L.

A Variation Plan for Indian Communities.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

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Descriptors—Adult Education, \*American Indians, \*Educational Needs, Elementary Secondary Education, Graduate Study, Reservations (Indian), \*Rural Areas, \*Social Differences, \*Urban Areas, Vocational Education

Since American Indians are extremely diverse in their social and cultural situations and are widely scattered geographically, any set of educational prescriptions must be flexible, allowing for variations among individuals, tribes, and regions, as well as among occupational and social class positions. Local representation and control coupled with careful monitoring via research, investigation, and evaluation are needed to prevent waste of Federal funds and to meet the educational demands of Indian diversity. Program provisions for tribal traditional Indians living in a rural enclave should include: (1) parental school board representation; (2) specifically tailored bilingual and bicultural curricula; (3) reservation based training programs for teachers and adults; (4) counseling for boys via physical education programs; (5) elimination of mass boarding facilities for elementary school children; and (6) use of innovative small residential systems for secondary education. Provisions for middle class rural Indians should be directed toward preservation of cultural ties and successful college experiences, while urban Indian education should be directed toward exploring educational alternatives via use of Indian centers, existing boarding schools, or reservation facilities. Options of graduate and vocational training should be provided for Indian adults. (JC)

ED 113 083 95 RC 008 788

Roberts, William T.

A Variation Plan for Indian Communities.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

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Document Not Available from EDRS

Descriptors—Adult Education, \*American Indians, College Programs, \*Economic Development, Educational Accountability, Elementary Secondary Education, Federal Aid, Federal Legislation, Historical Reviews, Program Development, Reservations (Indian), \*Rural Areas, \*School District Autonomy, \*Social Differences, Urban Areas, Vocational Education

Government officials must recognize the fact that the diversity among American Indian peoples necessitates Indian control of Indian educational programs. A recent study points out that distributing educational dollars in a manner that will permit greater participation by the beneficiaries increases their opportunities for success. Indian educational programs should be planned in conjunction with the economic programs of a given community. Since the key to designing relevant adult programs is the adaptability of the project to community needs, a reservation based adult vocational program should be designed to meet existing as well as developing labor markets. The Coalition of Indian Controlled School Boards has provided an exemplary teacher training program wherein diversity is handled with a limited amount of funds via community designed program priorities and delivery mechanisms. Among the commonalities which permit a general educational framework are development of language, tribal history, Indianized staff, and reservation based early childhood and college programs.



Urban Indian communities should work toward development of Indian oriented programs in the public school system (remedial, tutorial, diagnostic, and cultural) or toward development of alternative schools which meet specific Indian needs. (JC)

ED 113 084 95 RC 008 789

Deloria, Vine, Jr., Ed.

**Indian Education Confronts the Seventies. Five Volumes, Volume No. IV: Technical Problems in Indian Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*American Indians, \*Educational Responsibility, Elementary Secondary Education, \*Federal Government, \*Financial Support, Higher Education, Political Power, School District Autonomy, \*State Government, Treaties

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, IEA Title IV, Indian Education Act Title I, Johnson O Malley Act, JOM

As the fourth volume in a five-volume series of position papers on Indian education, this publication presents seven papers relative to the technicalities of the financial, political, and legislative problems of Indian education. Papers are titled as follows: (1) "State Responsibilities for American Indians—Minnesota" (the question of Federal versus State funding); (2) "State Responsibilities for American Indians—Texas (the success of the Tigua Indians of El Paso, Texas in gaining State support); (3) "Jurisdictional Problems of Indian Controlled Schools" (the problem of providing Indian people with the monetary, informational, and manpower resources to secure effective control of Indian schools); (4) "Public School Financing Considerations for American Indian Education" (numerous educational finance models are presented); (5) "Federal Financing of Indian Education" (documentation of the laws and programs earmarked for Indian education with an explanation of the way in which both can be subverted); (6) "Sources of Financial Aid for American Indian Students" (emphasis on Federal sources other than BIA higher education funds); (7) "Federal Treaty Responsibilities for Indian Education" (consideration of the types of educational provisions found in treaties in view of the future of Indian education). (JC)

ED 113 085 95 RC 008 790

Goodwin, George V. Finn, Skip

**State Responsibilities for American Indians -- Minnesota.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

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Descriptors—\*American Indians, \*Education, Elementary Secondary Education, Federal Government, \*Federal State Relationship, Higher Education, Historical Reviews, \*Legislation, Reservations (Indian), \*Responsibility, State Government, Treaties, Urban Areas, Welfare Services

Identifiers—\*Minnesota, Ward Concept

It is important to remember that American Indians are citizens of both the nation and the state in which they reside and are entitled, therefore, to share in all privileges of such citizenship. The 1924 Citizenship Act was meant to pave the way for gradual termination of Federal responsibility for Indians. However, in Minnesota Public Law (PL) 280 (1953) served to confuse rather than clarify the responsibility issue, for while State jurisdiction over law and order was established, total responsibility was subject to misinterpretation since under Federal treaty Indian land and property were not taxable. The State and Indians

interpreted PL 280 as an affirmation of Federal responsibility, but Federal officials interpreted it as the final step in full State responsibility. Since the Bureau of Indian Affairs continues to provide services to Minnesota's reservations, Indians perceive their educational needs as a Federal responsibility, thus enhancing the "ward" concept and contributing to public conviction that Indian educational and welfare services are Federal responsibilities. Since at this date Minnesota has neither the resources nor the stability to assume responsibility for its Indian citizens, Indians are demanding continued Federal commitment. However, total responsibility lies with the Indian people and the State and Federal governments. (JC)

ED 113 086 95 RC 008 791

Diamond, Tom

**State Responsibilities for American Indians -- Texas.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

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Descriptors—\*American Indians, Equalization Aid, Federal Government, Land Acquisition, \*Legal Responsibility, \*Nonreservation American Indians, Politics, Program Design, \*Recognition, \*State Federal Aid, State Government, Treaties, Tribes

Identifiers—BIA, Bureau of Indian Affairs, \*Texas, Tiguas

The Tiguas of El Paso, Texas; the Coshattas of Louisiana; and the Tortugas of Las Cruces, New Mexico share a common background in that they represent American Indian tribes who, having lost their land base, have been abandoned by the Bureau of Indian Affairs (BIA) and have experienced recent circumstances of poverty. Since Indian rights stem from their original ownership of land, the BIA generally takes the position that it will not assume responsibility for an Indian group without a land base. However, Title 25 of the U.S. Code (Section 334) states that equal treatment should be afforded all Indians regardless of place of residence. Due to recent efforts on the part of the Tiguas, the Texas State Legislature has assumed full legal responsibility for these El Paso Indians. While the Coshattas and the Tortugas have not been as successful, the Tiguas have provided a precedent and a blueprint for recognition of tribes without a land base. Recognition is a relationship between a unit of government (State or Federal) and a tribe, wherein the government provides services for the tribe which are not provided for the general public. A suggested blueprint for recognition involves procurement of: (1) an anthropologist to document tribal history; (2) an attorney to accept responsibility for coordinating the effort; and (3) an effective public relations man. (JC)

ED 113 087 95 RC 008 792

Killer, Francis

**Jurisdictional Problems of Indian Controlled Schools.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

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Descriptors—Administrative Agencies, \*American Indians, \*Communication (Thought Transfer), \*Educational Legislation, Elementary Secondary Education, Federal Aid, Laws, Parent Participation, \*Program Evaluation, \*School District Autonomy

Identifiers—BIA, Bureau of Indian Affairs, Elementary Secondary Education Act Title I, ESEA Title I, IEA Title IV, Indian Education Act Title IV, Johnson O Malley Act, JOM

An overwhelming confusion caused by lack of knowledge exists among the general public, American Indian parents, and even Indian school boards concerning the rules, purposes, and regulations of the myriad pieces of legislation dealing with Indian education. Such confusion is used by school administrators to perpetuate the power in Bureau of Indian Affairs (BIA) Schools and by public school districts to mask their misuse of Indian monies. Federal responsibility for the education of all Indian children is based on: (1) treaty obligations; (2) general citizenship obligations; and (3) the practicality of providing via education for a better society. As of 1970, some 300,000 Indian students were enrolled in schools (BIA regular, BIA contract, mission, community, off-reservation and on-reservation public schools). Funds appropriated for Indians under the Johnson O'Malley Act, the Elementary and Secondary Education Act, and the Indian Education Act have repeatedly been used for other than specifically Indian needs. Recommendations for legislative and/or bureaucratic revision will not accomplish anything until control of Indian education is given to Indians and until all monies appropriated for Indian education are funded through a single governmental agency subject to uniform regulations and a monitoring system to assure Indian use of funds. (JC)

ED 113 088 95 RC 008 793

Alexander, David

**Public School Financing Considerations for American Indian Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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**Document Not Available from EDRS**

Descriptors—\*American Indians, \*Educational Finance, Educational Needs, Elementary Secondary Education, Equalization Aid, \*Federal Aid, \*Models, Problems, Resource Allocations, \*State Aid

Current problems in educational finance center on revenue sources, equalization of educational opportunities, efficiency, and adequacy. As of 1972, the percentages of revenue received from Federal, State, and local sources for public schools were: 7.1 percent, 40.9 percent, and 52 percent respectively. Since consolidation of certain categorical Federal aid programs seems to be a trend, perhaps an effective use of Federal funds would be to combine categorical programs into general aid under a plan comparable to one of the following: (1) a national foundation program providing a minimum educational level for all children equalized according to the ability of the states; (2) flat grants with no required local or state effort to be used as a general purpose grant; (3) equal grants but requiring each local and state government to provide a certain effort. When looking at finance models, American Indians should consider the sources of revenue, the special educational needs of Indian students, and equalization. The following are models which may be considered: (1) Complete Local Support; (2) Flat Grant; (3) Equalization; (4) Full State (Federal) Support; and (5) Full Support (State or Federal). The latter model would prove most feasible for Indians, as it would incorporate cost differentials for students of different needs yet would not make education dependent upon the wealth of the district. (JC)

ED 113 089 95 RC 008 794

Loon, Eric Van

**Federal Financing of Indian Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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**Descriptors**—Advisory Committees, \*American Indians, \*Educational Accountability, Elementary Secondary Education, \*Federal Aid, Federal State Relationship, \*Legislation, Parent Participation, \*Program Administration, State Departments of Education

**Identifiers**—BIA, Bureau of Indian Affairs, Elementary Secondary Education Act Title I, ESEA Title I, IEA Title IV, Indian Education Act Title IV, Johnson O'Malley Act, JOM

Since over 200 million Federal dollars are disbursed annually for American Indian education under Bureau of Indian Affairs (BIA), Elementary Secondary Education Act Title I, Indian Education Act Title IV, and Johnson O'Malley programs, it is difficult to understand the dismal state of Indian education. However, factors contributing to abuse of Federal funds have been identified as: (1) use of compensatory funds for backward budget building; (2) use of compensatory funds to buy equipment for general use; (3) open enrollment of target programs; (4) use of target funds for administrative overhead; (5) legal diversion of target funds by manipulation of allocation formulas; (6) lack of regulation enforcement by State Departments of Education; (7) manipulation and intimidation of Parent Advisory Committees (PAC); (8) Federal laxity in regulatory enforcement. The following steps should be taken to dispel abuse of Federal funds: (1) utilize Indian personnel in program administration; (2) assemble a staff under the Deputy Commissioner for Indian Education that will insist State Educational Agencies do their jobs; (3) assure State officials that comparability and participation reports are prerequisite to receipt of Federal funds; (4) expand the role of the Indian National Advisory Council to include evaluation of BIA programs; (5) consolidate PAC's into a powerful body to serve as a constant community counterweight. (JC)

ED 113 090 95 RC 008 795

Leitka, Eugene

Sources of Financial Aid for American Indian Students.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date 74

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**Descriptors**—\*Agency Role, \*American Indians, Civil Rights, College Programs, Equalization Aid, \*Federal Aid, \*Higher Education, \*Institutional Role, Responsibility

**Identifiers**—BIA, \*Bureau of Indian Affairs

Some 22,000 American Indian students requested assistance for higher education from the Bureau of Indian Affairs (BIA) in 1973, but the BIA only had funds for 11,395 students. While funds theoretically were available from other sources, only 3,000 out of 12,000 eligible students were able to benefit from them. A cooperative agreement between the U.S. Office of Education, the BIA, and the Office of U.S. Civil Rights is pending release. The agreement is designed to eliminate discrimination against Indian students seeking financial aid from other available Federal sources and is directed toward the educational institutions as recipients of Federal funds, placing them under contractual compliance procedures and making it their responsibility to serve all races without discrimination. A proposed draft was produced in January of 1974 by the U.S. Office of Civil Rights, which if adopted will bring about clarification of college responsibilities in this matter. The directive states: (1) that funds provided under the Basic Educational Opportunity Grant or other Federal programs are to be made available to all eligible Indian applicants on an equal basis without regard to their eligibility for assistance through programs operated by the BIA; and (2) that the level of Indian need is not to be projected as lower than that of non-Indians. (JC)

ED 113 091 95 RC 008 796

Deloria, Vine, Jr.

Federal Treaty Responsibility for Indian Education.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date 74

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**Descriptors**—\*American Indians, \*Educational Responsibility, \*Federal Government, Historical Reviews, \*Legal Responsibility, School District Autonomy, \*Treaties, Tribes

In view of prior treaties and recent laws, American Indian affairs seem to fluctuate between two different problems—the extent of Federal control “over” Indians and the extent of Federal responsibility “to” Indians. Since treaty interpretations often come years after ratification, it is necessary that a treaty be liberally construed to the end that Indians retain the benefits conferred at the time the treaty was made. Given the trusteeship position of the U.S. government, there is no way that it can stand back and pretend it must deal with the tribes on a basis of equal responsibility for all citizens. Moreover, since treaties were made between tribes and the nation, there is a trust responsibility inherent in all government agencies, not just the Department of Interior. It is necessary to survey numerous treaties to determine the future probabilities of the treaty rights issue as it may arise in the field of education. While extensive research is needed to document responsibility to individual tribes, a brief survey of treaties reveals the following kinds of Federal educational obligations: (1) perpetual services; (2) implied perpetual services; (3) long-term services, subject to Presidential termination; (4) transfer of land for services or funds; (5) tribal educational funds upon ratification; (6) the right to Indian controlled schools. (JC)

ED 113 092 95 RC 008 797

Deloria, Vine, Jr., Ed.

Indian Education Confronts the Seventies. Five Volumes, Volume V: Future Concerns.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date 74

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**Descriptors**—\*American Indians, Biculturalism, Bilingual Education, Community Colleges, \*Community Involvement, Correctional Education, Economic Development, \*Educational Objectives, Elementary Secondary Education, Futures (of Society), Higher Education, \*Reservations (Indian), Self Actualization, \*Urban Population, Vocational Development

**Identifiers**—\*Indianization

As the fifth volume in a five-volume series of position papers on Indian education, this publication presents six papers relative to future concerns in Indian education. Papers are titled as follows: (1) “Bilingual and Bicultural Education for American Indians” (revitalization of Indian “life” principles via bilingual/bicultural education is proposed as a key to future Indian education); (2) “Indian Community Colleges” (the potential of reservation based community colleges is discussed in terms of total community development); (3) “The Need for Education Programs for American Indians in Prison” (a review of the initial success and ultimate failure of the San Quentin educational program is used to make a plea for Indian oriented prison education); (4) “New Potentials for Modern Indian Economic Development” (utilizing modern techniques and traditional Indian ideologies, a case is made for developing reservation economies centered on food production and energy conservation); (5) “Education and the Urban Indian” (specific urban problems are identified and suggestions are made for improving urban Indian education); (6) “Long and Short Range Goals for Indian Education” (differentiating between goals and objectives, a framework for developing long range goals and short range objectives is presented). (JC)

ED 113 093 95 RC 008 798

Parley, Anthony F.

Bilingual and Bicultural Education for American Indians.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date 74

Contract—OE-0-73-7094

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**Descriptors**—\*American Indians, Basic Skills, \*Biculturalism, \*Bilingual Education, Community Consultants, Cost Effectiveness, \*Educational Research, Elementary Secondary Education, \*Evaluation Needs, Self Evaluation, Social Values, Student Motivation, Systems Approach, Teaching Quality

**Identifiers**—\*Indianization

Those concerned with American Indian education must recognize the value inherent in revitalization of the fundamental Indian “life” principles. To this end, a critical examination of present Indian bilingual and bicultural programs is sorely needed. To provide a favorable climate for valid research in the evaluation of special programs, highest priority must be given to consideration of: (1) the educability of Indian youth; (2) the misconception of an either/or proposition relative to academic and bilingual education; (3) the lack of a solid foundation in communicative and computational skills as the greatest deterrent to Indian educability; (4) the rigid definitions applied to compensatory program allocations. In response to a felt need for better evaluation of special Indian education programs, the following methodologies are proposed: (1) the systems approach; (2) cost benefit analyses; (3) use of community leader, teacher, and student consultants; (4) periodic self evaluations by school staff and administrators. Recommendations for future bilingual/bicultural programs include research to: (1) develop an accurate picture of the status of such programs; (2) determine the standards of bilingual/bicultural educators; (3) explore the problems of student motivation; (4) evaluate demonstration projects in Indian education resource development and training. (JC)

ED 113 094 95 RC 008 799

One Feather, Gerald

American Indian Community Colleges.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date 74

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**Descriptors**—\*Accreditation (Institutions), Acculturation, \*American Indians, Biculturalism, Bilingual Education, \*Community Colleges, Cultural Awareness, Educational Philosophy, Federal Government, \*Government Role, Higher Education, Legal Responsibility, Reservations (Indian), \*Self Actualization, Tribes

**Identifiers**—\*American Indian Higher Education Consortium, Dakota Community Colleges, Navajo Community College

With the emergence of reservation based community colleges (th Navajo Community College and the Dakota Community Colleges), the American Indian people, as decision makers in these institutions, are providing Indians with the technical skills and cultural knowledge necessary for self-determination. Confronted with limited numbers of accredited Indian personnel, a limited budget, and limited technical assistance, these Indian institutions are embracing an educational philosophy which emphasizes the kind of occupational, general, and cultural education that will help to solve reservation problems. Major issues confronting Indian community colleges in the future will be: (1) the monetary and social problems of the reservations (2) recruitment of substantial numbers of Indian faculty; (3) deter-

mination of the tribal-Federal relationship and the Federal role in Indian self-determination; (4) development of an accrediting agency to deal with the legal and cultural standards of tribal institutions and programs, particularly occupational and cultural programs; (5) careful consideration of the effects of the assimilation, the cultural knowledge, and the bilingual/bicultural philosophies of education; (6) the effectiveness of the American Indian Higher Education Consortium in dealing with Federal agencies and the national academic community. (JC)

ED 113 095 95 RC 008 800

*Nordwall, Adam*  
**The Need for Education Programs for American Indians in the Prisons.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.  
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**Document Not Available from EDRS**

Descriptors—Adult Vocational Education, Agency Role, \*American Indians, \*Correctional Education, Correctional Rehabilitation, Disadvantaged Groups, \*Ethnic Studies, \*Program Development, \*Self Actualization

Identifiers—BIA, Bureau of Indian Affairs, \*San Quentin Prison

Prompted by embarrassment and frustration in dealing with American Indian prisoners, San Quentin officials decided in the early 60's to secure outside help. Under guidance by an outside sponsor, a visitation program was established which, in turn, led to organization of the American Indian Cultural Group (AICG). Motivated by pride and embarrassment at its limited knowledge, the AICG requested informative materials on Indian culture which led to supportive sponsorship by the United Bay Area Council of American Indian Affairs and ultimately a "Joint Statement of Principles of Cooperation" between the Bureau of Indian Affairs (BIA) and the California State Department of Corrections. This Joint Statement called for employment assistance, vocational training, and college scholarships. Though the ensuing program produced impressive results, it dissipated after 6 semesters, and today San Quentin has a 90 percent Indian recidivism rate. There are decided parallels between the practices of the BIA and the prison systems, as both are responsible for the collective dependency of the Indian. As there are also few differences between the enforced coercive dependency of the prison/reservation systems and the collective interdependency of tribal ways, the Indian convict must be encouraged to think for himself via appropriate educational programs such as that instituted at San Quentin. (JC)

ED 113 096 95 RC 008 801

*Heath, Wallace G.*  
**New Potentials for Modern Indian Economic Development.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.  
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Descriptors—Agricultural Production, \*American Indians, Community Action, Community Coordination, \*Cultural Context, \*Economic Development, Educational Alternatives, Energy Conservation, Food, Income, Innovation, Job Development, Models, \*Natural Resources, \*Reservations (Indian), Self Actualization

Identifiers—Fort Yuma Hydroponic Farming System, Lumni Indian Aquaculture Project, Pyramid Lake Paiute Projects

Recently American Indians have experienced an unprecedented renaissance in community spirit. Capitalizing upon this spirit, Indian economic development should be directed toward

particular community needs, utilizing Indian leadership to determine needed training and development programs. There is no question but that the majority of Indian reservations have adequate resources for self-support. The problem lies in combining a community's natural and human resources with its cultural strengths to promote a cohesive effort. Educational reorientation is vital to this process, for education must be related to community economic development efforts. Recent examples of innovative Indian economic development programs which have met individualized tribal needs include: (1) the Fort Yuma Reservation's hydroponic farming system; (2) the Lumni Indian Aquaculture Project; and (3) the Pyramid Lake Paiute Project. One of the most promising projects yet to be explored by the reservations is that of a modern food production system which utilizes tribally owned energy resources, since such a system would increase jobs and income far beyond that derived from selling fuel on a royalty basis. By utilizing resource pools and cooperative marketing programs, several tribes could compete with non-Indian food production and thus contribute to U.S. food and energy conservation. (JC)

ED 113 097 95 RC 008 802

*Morris, Joann Sebastian*  
**Education and the Urban Indian.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.  
Pub Date 74

Contract—OE-0-73-7094

Note—17p.; For related documents, see RC 008 769-801; RC 008 803

Available from—Not available separately, see RC 008 797. ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Adjustment Problems, \*American Indians, Cultural Differences, \*Educational Problems, Elementary Secondary Education, Instructional Materials, \*Relocation, School Personnel, Sensitivity Training, Social Services, Teaching Techniques, \*Urban Population

Identifiers—Indianization

Due to the Federal relocation programs, American Indian migration to urban areas has intensified over the past 20 years. The Indian who moves from the reservation to the city encounters an alien culture and, consequently, experiences immense difficulties in securing employment, housing, health services, and fair, unprejudiced treatment from law enforcement and other city/county officials. Although the Federal government has publicly recognized its failure to promote Indian assimilation via relocation, the pressures to integrate have been perpetuated by the urban educational institutions. Among the many adjustment problems encountered by urban Indian elementary and secondary students are: (1) cultural differences; (2) alien learning styles; (3) language differences; (4) parental transiency; (5) economically imposed truancy; (6) norm oriented teaching materials; and (7) prejudicial attitudes on the part of school personnel. Suggested means for "Indianizing" the standard urban school include: (1) promoting Indian visibility via parent organizations; (2) providing curriculum flexibility to include the Indian view point; (3) utilizing teaching materials relevant to Indians; (4) utilizing small group and self-directed instruction techniques; and (5) retraining and sensitizing non-Indian school personnel to accept cultural differences. (JC)

ED 113 098 95 RC 008 803

*Corbett, Cecil*  
**Long and Short Range Goals for Indian Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.  
Pub Date 74

Contract—OE-0-73-7094

Note—15p.; For related documents, see RC 008 769-802

Available from—Not available separately, see RC 008 797. ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (on loan)

**Document Not Available from EDRS**

Descriptors—Action Research, \*American Indians, Career Education, Community Develop-

ment, \*Cultural Pluralism, \*Educational Objectives, Futures (of Society), Management Development, \*Models, \*Self Actualization, Social Change, Vocational Development

Identifiers—\*Educational Goals

American Indian education needs a framework in which to sequence and prioritize objectives. Broad goals must be translated into specific product, process, and consequence objectives, which realistically consider the future in terms of promoting adaptation to change. A future oriented framework for consideration might be a power inclusion model which depicts a progression from separatism to pluralism and which delineates a multi-cultural society as its major goal. In such a model, separatism acts as a process objective, while power inclusion acts to include all in freedom of choice, self-determination, and self-control. Given the goal of a multi-cultural society in which the whole becomes more than the sum of the parts though the parts are still identifiable, specific Indian education objectives should include consideration of: (1) Indian education as a discipline; (2) action oriented research; (3) educational management by objectives; (4) funding for development of middle management; (5) career education in conjunction with personal and community development; (6) a reemphasis on vocational opportunities; (7) provisions (monetary) for married students in higher education; (8) individualized and self-paced instruction techniques; and (9) long term funding systems. (JC)

ED 113 099 RC 008 806

**The Economic and Social Condition of Non-metropolitan America in the 1970's. Committee Print, 94th Congress, 1st Session, May 30, 1975.**

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 30 May 75

Note—48p.; For related document, see ED 062 055

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Academic Achievement, Age, \*Economic Development, Farm Labor, Health, Housing, Migration Patterns, \*Population Trends, \*Rural Areas, \*Rural Urban Differences, \*Sociocultural Patterns, Socioeconomic Background

From 1940 to 1970, the United States was characterized by both rapid population growth and rapid urbanization. However, in the 1970's, both of these trends have diminished. A decline in the birth rate has brought lower overall growth—with the decline being the greatest in the major metropolitan areas. There is firm evidence of shift in population distribution toward the non-metro areas and small cities. This document discusses the economic and social condition of rural America in the 1970's. In order to encompass a broader spectrum of areas lying outside of metropolitan America, and to present post-1970 data available only on a metro-nonmetro basis, the focus is chiefly on nonmetro people and places. The metro-nonmetro residence categories are based on delineations of Standard Metropolitan Statistical Areas. Data are presented with this metro-nonmetro dichotomy, and comparisons are drawn between the two types of areas. Some marked metro-nonmetro and regional characteristics are highlighted for the United States as a whole. Topics discussed are: population settlement patterns, employment, income, education, health resources, local governments, and housing. (Author/NQ)

ED 113 100 RC 008 810

*Buttel, Frederick H. And Others*  
**Support for "Liberal" Development Policies among Community Elites in a Rural Region of Wisconsin.**

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C.; Rural Development Service (DOA), Washington, D.C.  
Pub Date Aug 75

Note—43p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage



Descriptors—Change Strategies, Community Attitudes, \*Community Leaders, \*Community Support, Delivery Systems, Economic Development, Government Role, \*Policy, \*Rural Areas, \*Rural Development, Socioeconomic Influences  
Identifiers—\*Wisconsin

The study analyzed support patterns for two predominant "liberal" development strategies ("growth centers" and the consolidation of government services) among elites from communities in a largely underdeveloped rural region of Wisconsin. Analytic focus was twofold: (1) to assess overall levels of support among community elites, and (2) to compare the magnitude of elite support, where possible, with that of a random sample of residents from the same region. The social and ideological bases of community elite support for liberal development policies were also examined and relevant comparisons made with 231 community elites in 32 communities ranging in size from approximately 1,000 to 50,000 residents. Respondents were chosen by a combination of the "positional" and "reputational" methods of selecting community leadership. Data on growth center policy preferences among a random sample of four Northwest Wisconsin counties, bordering that of the community elites, were collected during the summer of 1973. Some findings were: community elites and non-elites in the Northwest region were divided on the policy of implementing growth centers; elites strongly favored consolidation of service delivery by community and county governments; and growth centers were more favored by community elites and low income, nonfarm families. (NQ)

ED 113 101 RC 008 812

Mookherjee, Harsha N.

Perceived Achievement Limitations and Deviance-Proneness among Rural Adolescents.  
Pub Date Aug 75

Note—32p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 21-25, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—Academic Achievement, \*Achievement, \*Adolescents, Behavior Change, Economic Disadvantage, Models, Motivation, Peer Relationship, \*Perception, Psychological Patterns, \*Rural Youth, Self Actualization, \*Socially Deviant Behavior, Success Factors, Youth Opportunities  
Identifiers—\*Tennessee

The study's purpose was to determine the degree to which homogeneous rural youths living in an economically impoverished region might be vulnerable to anomia, powerlessness, and deviance given varying levels of perceived limitations in opportunity and self-ability. Comparative data relative to earlier studies in rural areas was also provided. Analysis was conducted in accordance with a specially constructed multi-causal social psychological model which provided a plausible causal argument to link the influence of structural factors and adolescents' deviant behavior through 8 social psychological and associational variables. These variables were: deviation-proneness, anomia, powerlessness, perceptions of opportunity and ability limitations, peer-group ties, parental education, and father's occupation. A structured questionnaire was administered in 1974 to 1,074 seniors (605 males and 469 females) from 9 high schools located in the Upper Cumberland Region of middle Tennessee. All respondents were white, Protestant, and living in a poor rural area. Some findings were: adolescents who perceived that the structural and personal means for their achievements were limited tended to experience greater senses of anomia and powerlessness and consequently become more deviance-prone; and the effect of peer-group ties toward deviance-proneness was highly significant, especially for males. (NQ)

ED 113 102 RC 008 813

Stoddard, Elinwyr R.

Real, Regulated and Relative Poverty in the U.S.—Mexico Borderlands.  
Pub Date Aug 75

Note—42p.; Revised/expanded version of a paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—Acculturation, \*Cross Cultural Studies, Cultural Opportunities, \*Depressed Areas

(Geographic), \*Economic Disadvantage, \*Economic Factors, Economic Opportunities, Ethnic Groups, Income, \*Mexican Americans, Mexicans, Rural Areas, Socioeconomic Influences

Identifiers—\*Mexico, United States

The essay explores the extent to which poverty exists among the residents of the U.S.-Mexico Borderlands. The sequence followed in this analysis is an initial clarification of some conceptual perspectives surrounding the problem followed by a survey of current economic conditions and growth potential for the Borderlands region. Following a brief overview of the salient factors associated with Borderlands poverty and those most closely associated with the economic activity of the region, the 3 dimensions of poverty in the Borderlands are outlined. These are: (1) "real" (or absolute) poverty, based upon arbitrary economic criteria; (2) "regulated" poverty, the differential rates of poverty existing among the dominant and minority segments of the Borderlands population; and (3) "relative" poverty which results from the use of varied, non-economic criteria for determining the degree of economic well-being. (Author/NQ)

ED 113 103 RC 008 814

Hodges, Linda Feil

A Longitudinal Study of the Social Mobility of Rural Youth.  
Pub Date 70

Note—139p.; Not available in hard copy due to marginal legibility of original document; Master of Science Thesis, Iowa State University, Ames, Iowa

Available from—Inter-Library Loan, Iowa State University, Ames, Iowa

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Aspiration, Comparative Analysis, Family Influence, High School Students, Literature Reviews, \*Longitudinal Studies, Masters Theses, \*Migration, Nonfarm Youth, \*Occupational Mobility, Parental Aspiration, \*Rural Youth, \*Social Behavior  
Identifiers—\*Iowa

The study's objectives were to: (1) compare differences in social-psychological behavior between 1948 high school graduates in central Iowa who migrated and those who remained in their home areas; (2) examine social behavior which may have resulted from the migration experience; (3) examine migration behavior in relation to occupational mobility over one's father's occupational status; and (4) examine migration in relation to occupational mobility within a segment of one's lifetime. Data were obtained from a longitudinal study of 144 high school seniors who graduated in 1948 from 9 rural high schools in Iowa. Completed in 1948, the original study obtained data on the students' background characteristics, migration intentions, educational and occupational aspirations, and attitudes toward farming. Data obtained in the follow-up studies, conducted in 1956 and 1967, concerned occupational and educational attainments, migration performance, occupational and educational aspirations for their children, and their attitudes about the Iowa Area Vocational Schools. Utilizing the 1948, 1956, and 1967 data, this study tested various hypotheses. Among the findings were: (1) migrants changed jobs significantly more frequently than non-migrants; and (2) the expected differences in occupational prestige between migrants and non-migrants were, on the whole, not significant. (NQ)

ED 113 104 RC 008 816

Coughenour, C. Milton

The Change in the Quality of Life of Country Families in the Cumberland Mountains of Eastern Kentucky, 1960 to 1973.  
Pub Date Aug 75

Note—18p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Academic Achievement, Comparative Analysis, \*Economic Factors, Family Income, \*Life Style, \*Living Standards, Rural Economics, \*Rural Family, Socioeconomic Influences

Identifiers—Cumberland Mountains, Kentucky, \*Quality of Life

The study examined the changes in the quality of life of country families in four eastern Ken-

tucky counties between 1960 and 1973. Since quality of life is an abstract concept, the changes were assessed with respect to income, occupation, and level of living. The aim was to assess the changes in both objective and subjective terms as the families in the country areas of the Cumberland Mountains saw them when surveyed in the late spring and early summer of 1973. Surveys were conducted in 1961 and 1973. In 1961, inter-family differences were examined. Families were classified by family life cycle stage: working age families without children (head under 60 years); families with young children (oldest child under 10); families with adolescent aged children (oldest child 17 or younger); families with mature children at home (oldest child 18 or older); and older families without children (head aged 60 or older). In 1973, 317 families living in the country in the same counties surveyed in 1961, and for the most part in the same sample segments, were surveyed. Some findings were: (1) levels of living as indicated by household possessions improved dramatically in 1973; (2) median family income nearly doubled between 1960 and 1972; and (3) despite the improvement in income and levels of living, mountain families still lagged behind those elsewhere in income, education, and levels of living. (NQ)

ED 113 105 RC 008 817

Bryce, Herrington J.

Earnings of Migratory Farm Workers in Wayne County, New York: 1968. Monograph Number 1.

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Report No.—Monograph-1  
Pub Date May 69

Note—39p.  
EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Agricultural Laborers, Economic Factors, \*Employment, Farm Labor, \*Income, Labor Economics, \*Migrant Workers, Statistical Data, \*Wages

Identifiers—\*New York (Wayne County)

The hourly wages of migrants in Wayne County, New York in 1968 were higher than state or Federal legal requirements. However, for many migrant workers, the irregularity of migrant employment made it less profitable over the harvest than a steady job at the lower legal rates. Moreover, a person who could be employed at a steady job as a nonagricultural laborer in Florida (the home state of many Wayne migrants) would be better off doing so than coming to Wayne as a migrant. This was true because his potential hourly wages, regularity of employment, and, consequently, total earnings were likely to be less in Wayne. This report provides information on the income migrants earned in Wayne County, New York in 1968. A discussion of some of the easily committed errors in the measurement and interpretation of the earnings of these workers is also provided. (Author/NQ)

ED 113 106 RC 008 818

Slesinger, Doris P.

The Concept of Mothercraft as Related to Infant Health in Urban and Rural Settings.  
Pub Date 24 Aug 75

Note—26p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 24, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Child Care, \*Health, Infants, \*Mother Attitudes, Parental Background, \*Parent Child Relationship, Rural Areas, \*Rural Urban Differences, Social Integration, Sociocultural Patterns, Urban Areas

Identifiers—\*Wisconsin

The concept of "mothercraft" can be influenced by the sociocultural environment and the individual mother and her attributes. This study examined the differences in mothering between those who live in urban areas and those who live in rural areas. Although the study drew on work currently in progress on the relationship between mothering and infant health, the focus was on the mother's characteristics and her social setting. Both an urban and rural sample were chosen, using the resources of the City of Milwaukee Department of Health and the county public health nurses of 4 Wisconsin non-metropolitan counties. The nurses selected families with whom they had had some prior contact, who had had a baby within the past 3 months, and where the mothers were willing to be inter-

## 170 Document Resumes

viewed about themselves and their baby's health. Data were obtained through interviews with 101 mothers in Milwaukee and 47 in the rural areas and from the nurses' observations and evaluations. Some findings were: there was more of a tendency to have "traditional" family patterns such as being married, going to church, and running a home with more regular schedules for the baby's eating and sleeping patterns in rural areas; the rural nurses evaluated their mothers higher on quality of mothercraft than did the urban nurses; and there were no differences in the utilization of medical services. (NQ)

**ED 113 107** 32 RC 008 819  
Inskip, George B.

**State Annual Evaluation Report for Migrant Programs in Pennsylvania, ESEA Title I, Fiscal Year 1974.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 75

Note—67p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Agricultural Services, Community Involvement, \*Educational Programs, Inservice Teacher Education, \*Migrant Child Education, \*Program Effectiveness, \*Program Evaluation, Reading Programs, Social Services, \*State Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Pennsylvania

Approved under the Migratory Amendment to the 1965 Elementary and Secondary Education Act's Title I, 10 educational programs, designed to allow flexibility in the placement of children as they progressed, were implemented in Pennsylvania during 1974. The 928 children participating in these migrant programs were identified and recruited by social workers, local ministers, project staffs, and the Pennsylvania Council of Farm Workers. School records were used to identify 5-year migrants (those remaining in the state for 5 years). In many programs, children were grouped by needs, and classrooms were ungraded. Bilingual teachers were employed so that they could identify cultural and social needs. In-service training was conducted by each program for all staff prior to its opening, and weekly staff meetings were held for program development and problem solving. A post-session was held to evaluate the programs. Program evaluation was conducted through weekly visits by 4 monitors and at least one by the assistant coordinator, who used evaluative criteria based on the 11 national goals for migrant education. To varying degrees, the 10 projects met the needs of the participating children. This 1974 report presents the evaluation summaries of the State, individual projects, 11 national goals for migrant education, and Reading is Fundamental Program. (NQ)

**ED 113 108** RC 008 820

Patella, Victoria M. Kuvlesky, William P.

**Bilingual Patterns of Nonmetropolitan Mexican American Youth: Variations by Social Context, Language Use, and Historical Change.**

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; USDA (CSRS)-S-81  
Pub Date 21 Aug 75

Note—59p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 21-24, 1975). For related document, see ED 075 156

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Bilingualism, English, Followup Studies, Grade 10, High School Students, \*Language Patterns, \*Language Usage, \*Mexican Americans, Oral Communication, \*Rural Youth, Social Dialects, Spanish, Standard Spoken Usage

Identifiers—\*Texas

Based on a 1967 survey of Mexican American high school sophomores conducted in the "border region" of South Texas, this 1973 follow-up study examined the extent to which: (1) historical changes had occurred in the use of Spanish and English by Mexican American boys and girls over the 6-year study period, and (2) the variations in 1973 language usage patterns by

sex and situational context were similar or different for oral speech, writing, and reading. The historical changes were examined in reference to (1) oral speech with parents in the home, with neighborhood friends, and with school friends outside of class; and (2) language utilized for mass media such as radio, newspaper, and magazines. In 1967, interviews were conducted in 7 schools located in the counties of Dimmit, Maverick, Starr, and Zapata. In 1973, 2 of the schools were deleted from the 1967 data set due to lack of cooperation. Both years identical questionnaires were given to all high school sophomores (341 in 1967 and 379 in 1973) present on the day of the study. The 1973 questionnaire contained an extended section on language, reading, and writing patterns. Some findings were: females read more magazines and newspapers in Spanish than males; and in 1973, boys indicated use of Spanish more frequently in all settings than girls, and for both, the frequency of Spanish used decreased from the home setting to the neighborhood, and then to the school setting. (NQ)

**ED 113 109** RC 008 821

Olivas, Roberto

**A National Council of La Raza Report on Impact of Limited Federal Statistical Data/Information on Hispanic Americans.**

National Council of La Raza, Washington, D.C.

Pub Date Jun 74

Note—115p.

Available from—National Council of La Raza, 1025 15th Street, N.W., Fourth Floor, Washington, D.C. 20005 (\$6.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Data Collection, Decision Making, Definitions, \*Federal Government, Group Dynamics, Information Systems, \*Management Information Systems, Policy Formation, Role Perception, \*Socioeconomic Influences, \*Spanish Culture, Statistical Data

In a technologically advanced society, many of the dialogues take place within the "management information system," or as a result of the "hard data" acquired through such a system, rather than in a public forum. The absence of the Hispanic American from that type of systems dialogue can and does place unnecessary disadvantages on Hispanic Americans in the nation's public affairs. This report focuses on the importance of the management information systems and discusses the extent of confusion surrounding the issue of Hispanic American interests and definitions. Intended to aid in defining the problem of information systems as they pertain to Hispanic Americans, the report's objectives are to: (1) bring about an increased awareness of the extent of the problem, and (2) provide a better understanding of its implications on the future economic, social, and cultural development of Hispanic Americans. The operations of the Office of Management and Budget (OMB) are reviewed. An elaboration of how OMB has used its delegated authority to provide direction to the issue of racial/ethnic data policies is provided. An assessment of three major statistical services systems in the Department of Health, Education, and Welfare illustrates the extent of lack of direction provided by OMB on statistical policies. (Author/NQ)

**ED 113 110** RC 008 822

Henry, Jeannette, Ed.

**Index to Literature on the American Indian, 1973.**

Pub Date 75

Note—287p.; For related document, see ED 091 122

Available from—Indian Historian Press, Inc., 1451 Masonic Ave., San Francisco, Calif. 94117 (\$10.00 plus postage)

**Document Not Available from EDRS**

Descriptors—American Indian Culture, \*American Indians, \*Bibliographies, \*Books, Cultural Background, Indexes (Locators), \*Literature Guides, \*Periodicals, Resource Guides

An alphabetical index by author and subject area, this volume indexes both popular and scholarly periodical and book literature published about the American Indian for the year 1973. The volume covers 88 subject areas and 119 periodicals. Periodicals in existence for less than a year and newspapers are not included. Among the subject areas are: acculturation, archaeology, education, health, history, law and litigation, reli-

gion, sovereignty, tribal governments, water and water rights, and women. (NQ)

**ED 113 111** 08 RC 008 823  
**Choctaw Adult Education, Volume I. (A 309(B) Demonstration Project) Final Report.**

Mississippi Band of Choctaw Indians, Philadelphia.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 1 Mar 75

Grant—OEG-0-72-1435

Note—87p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Academic Achievement, \*Adult Education, \*American Indians, Career Education, \*Career Ladders, \*Demonstration Programs, History, Individualized Instruction, \*Individual Power, Paraprofessional School Personnel, Program Descriptions, Reservations (Indian)

Identifiers—\*Choctaws, Mississippi

The Choctaw Adult Education Program was designed to give the adults access to an educational program in their own communities. It was based on the concept that equal emphasis would be placed on the delivery of effective client services and the development of professionals from among the program's client population. Initially, learning centers were established in the 4 largest Choctaw communities. Each center was open for two, 3-hour flexibly scheduled evening sessions per week. However, due to the initial response, evening classes were opened in 2 other communities and day classes were also established in the 4 larger communities. Commercially made work-texts were used due to the adult's preference for them. However, when the adults were ready, teacher-made materials were used. Individual student gains were evaluated through analysis of nationally standardized general ability measures, observations, affective measures, teacher records, and questionnaires. The program's progress was evaluated via formal and informal gestures, mostly informal. This volume describes the project's history, intent, design, staff training, demonstration functions, and results. The appendices cover: students' educational level; reasons for level of schooling completed; for attending class, and for withdrawal; sources of information about adult education; and attendance fluctuations. (NQ)

**ED 113 112** 08 RC 008 824

**Choctaw Adult Education, Volume II. (A 309(B) Demonstration Project) Final Report.**

Mississippi Band of Choctaw Indians, Philadelphia.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 1 Mar 75

Grant—OEG-0-72-1435

Note—98p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Adult Education, \*American Indians, \*Consumer Education, Money Management, Nutrition Instruction, \*Teacher Developed Materials, \*Unit Plan

Identifiers—\*Choctaws, Mississippi

Commercial materials were used extensively by the Choctaw Adult Education Program. Instructional Materials were, however, developed to meet specified needs which were not dealt with to the staff and students' satisfaction in the available commercial materials. Instructional units which were amenable to the students' interest, needs, and culture were developed. Teacher-made materials were not used until the teacher felt quite certain that an appropriate level of readiness existed among the students. These lessons were designed so that they could be adapted to any group within the classes and could be presented by either the paraprofessionals or professionals on the staff. Once a unit was prepared, its contents were presented to the entire staff via an in-service training session so that each staff member could disseminate the information as he chose. Four teacher-made units are given in this volume: (1) Food Buying, (2) Nutrition Micro Courses, (3) Taste Party, and (4) Money Management. Also included are a listing of commercial materials used and sample forms of the recruiter's survey, student folder information, attendance sheets, and certificates of the General Educational Development (GED), 8th

grade, and driver's education. A description of the GED test and how it may be administered locally is provided. (NQ)

ED 113 113 RC 008 825

Kelba, Nestor N.

**The Development of an Instrument for Evaluating Residential Outdoor Education Centres in Canada.**

Pub Date Apr 74

Note—158p.; MS Thesis, Calgary University, Calgary, Alberta

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Evaluation Methods, \*Literature Reviews, Masters Theses, \*Measurement Instruments, Objectives, \*Outdoor Education, Program Content, \*Residential Centers, Residential Programs

Identifiers—\*Canada

The study's purpose was to develop a valid instrument for evaluating residential outdoor education centres in Canada. Using published and unpublished literature, a preliminary instrument consisting of 206 criteria was constructed. Twenty-five recognized Canadian experts in residential outdoor education were randomly selected from 3 subsample areas (the Maritimes, Quebec-Ontario, and Western Canada); these were asked to act as jurors. To validate the preliminary instrument, the jurors were sent a copy of the instrument with instructions to rate each criterion on a 7-point scale: essential, very desirable, desirable, acceptable, questionable, unacceptable, not feasible, and an eighth scale, not applicable. Twenty jurors (80 percent of the total number) responded. Of the 206 criteria, 3 were excluded because their average ratings were lower than the required 4.0 and 1 because of the jurors' comments. The overall average rating of the 202 criteria retained in the instrument was 6.0 or very desirable. The final instrument was given a 6-point scale which included: met completely, great degree, moderate degree, small degree, not met to any degree, and not applicable. In addition, the average rating received from jurors for each criterion was included immediately following that criterion in the body of the instrument. (Author/NQ)

ED 113 114 95 RC 008 826

Deloria, Vine, Jr.

**Legislative Analysis of the Federal Role in Indian Education.**

Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 20 Aug 75

Note—150p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Agency Role, \*American Indians, Elementary Secondary Education, \*Federal Government, Federal Legislation, Government Role, Higher Education, \*Legal Responsibility, \*Legislation, Reservations (Indian), \*Treaties, Tribes, United States History

Identifiers—\*American Indian Education

Legislation pertaining to American Indian affairs is highly dependent upon the events and movements of history. No purified legal theory such as contract law or the law of damages emerges from the field of Indian law. While some of the legal theory must come from the ratified treaties, statutes, and case law defining the relationship of the United States and the Indian tribes, a great deal of the legal theory must come in tracing developments of a continuing nature in the actions of the U.S. in fulfilling its legal obligations about which no doubt whatsoever exists. This paper presents: (1) a chronology of the Federal-Indian relationship; (2) an analysis of treaty responsibility for education of Indians; (3) a chronology of delegation of legal responsibility of the U.S. to government departments and agencies; and (4) interpretation of the legal responsibility of the Federal government in the field of Indian education. Some historical developments which were relevant in determining the Federal government's legal obligations in Indian education are traced. Discussion of the development of Federal policy in the field of Indian affairs deals specifically with the gradual merger of 2 different forms of obligations—treaty rights and the general concern for Indian welfare as seen in statutory law. (Author/NQ)

ED 113 115 RC 008 828  
**Happiness Is Bilingual Education for the Children in the San Luis Valley Schools, School Year 1973-74.**

San Luis Valley Board of Cooperative Services, Alamosa, Colo.

Pub Date 74

Note—29p.; In Spanish and English

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Biculturalism, \*Bilingual Education, English (Second Language), Language Development, \*Mexican Americans, \*Non English Speaking, Parent Participation, \*Primary Grades, \*Program Evaluation

Identifiers—\*Colorado, San Luis Valley Schools

The San Luis Valley Bilingual Bicultural Program was begun in 10 schools at the kindergarten level. Each year the next higher grade was to be implemented until the program was in existence from K-4. During 1972-73, there were 1,092 kindergarten and first grade children and 86 teaching staff participating in the program. Its primary goal was bilingual education (successful educational achievement using two languages proficiently, but acknowledging English as the basic language of instruction). Components considered essential in order to meet the children's needs were: (1) the basic concepts taught in the child's home language; (2) language development provided in the second language; (3) development of self-image, success, and positive identity of his culture; and (4) subject matter and concepts taught in both languages. The Tests of Basic Experiences Levels K-L were administered to 325 students (137 in kindergarten and 188 in first grade) in September and again in April of the 1972-73 school year. Pretest scores were used to determine the strengths and weaknesses of both individual students and the total class. Post-test scores were used to determine the children's progress throughout the school year. Findings showed that all activities scheduled and conducted as prescribed for the year were successfully achieved. (NQ)

ED 113 116 RC 008 829

Bachrach, Leona L.

**Characteristics of Federally Funded Rural Community Mental Health Centers in 1971. Statistical Note 101.**

National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Child and Family Mental Health.

Report No.—DHEW-ADM-74-6; NIMH-SN-101

Pub Date Mar 74

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Employment Patterns, Expenditures, \*Federal Programs, Financial Support, Health Facilities, Health Personnel, \*Health Services, \*Mental Health Clinics, \*Rural Areas, Rural Urban Differences, Staff Utilization, \*Statistical Data

Characteristics of 295 federally funded rural community mental health centers (CMHC) in 1971 were documented by examining differentials relating to various utilization indices and funding, expenditure, and staffing patterns. The centers were classified according to: (1) rural—a center serving a catchment area consisting exclusively of rural counties; (2) nonrural—a center serving a catchment area containing no rural county; and (3) part rural—a center serving a mixed catchment area with one or more rural and one or more nonrural counties. The rurality classification of catchment areas, and consequently of the community mental health centers serving them, was made on the basis of metropolitan influence and population concentration (i.e., community size). There were distinct contrasts in utilization patterns at federally funded CMHC's in rural, part rural, and nonrural locations. Contrasts were especially marked as between rural and nonrural facilities, with part rural facilities often falling between the two extremes and thus suggesting the possibility of a continuum in utilization of CMHC services according to rurality. Rural CMHC's received relatively more funding from governmental sources and less from receipts from services than did either part rural or nonrural centers; there were differences in expenditure patterns as well. (Author/NQ)

ED 113 117 95 RC 008 830

**Chicano Mobile Institutes, 1973-1974.**

New Mexico Highlands Univ., Las Vegas.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Note—140p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Advisory Committees, Bilingual Education, Community Involvement, Demography, \*Educational Improvement, Educational Quality, \*Higher Education, \*Institutes (Training Programs), \*Mexican Americans, \*Mobile Educational Services, Student Needs

Identifiers—\*Chicano Mobile Institutes

The Chicano Mobile Institute's (CMI) goal for fiscal year (FY) 1973-74 was to: improve the quality and equality of education and to meet the needs of Chicano students in public and private institutions of higher learning throughout the participating states. Its objectives were to: (1) prepare personnel in higher education who are concerned with the needs of students from low income and ethnically different families; (2) identify and document problem areas affecting Chicanos at the higher education level of the educational process; (3) identify proven and innovative solutions to the problems; and (4) effect the implementation of the proven solutions by decision-making bodies in the educational process. The National Advisory Board for Chicano Mobile Institutes, state coordinators, project director, and staff met at the National Evaluation Conference (held at Ghost Ranch, Abiquiu, New Mexico) to assess and write this final report for CMI FY 1973-74. This final report consists of the individual state report summaries for Arizona, Colorado, Nevada, New Mexico, Texas, and California. These reports are intended to give the most salient recommendations and suggested solutions to the Chicano student's problems which were the actual outcome of the CMI held in each of the respective states. (Author/NQ)

ED 113 118 RC 008 832

Wilber, George L. And Others

**Spanish Americans and Indians in the Labor Market. Volume 1: Minorities in the Labor Market.** Kentucky Univ., Lexington. Social Welfare Research Inst.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DOL-MA-G21-21-74-08

Pub Date 75

Note—254p.

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Academic Achievement, Age, \*American Indians, Caucasians, Comparative Analysis, \*Employment Statistics, \*Equal Opportunities (Jobs), Labor Force, \*Labor Market, Mexican Americans, Minority Groups, Negroes, Occupational Mobility, Puerto Ricans, Sex Discrimination, Socioeconomic Background, Spanish Americans, \*Spanish Culture, Working Women

Identifiers—\*Americans of Spanish Origin

Participation and status achievements of Spanish origin persons and American Indians in the labor market were evaluated relative to the participation of whites. An ultimate aim was to identify factors contributing to intergroup differences and to determine whether participation differences reflect discrimination. Factors examined were age, sex, education, job training, marital status, fertility, and family size. Within the labor market context, inequalities and discrimination were examined in terms of labor force participation, occupational achievement and mobility, and earnings from wages and salaries. Data were derived from the United States census' Public Use Sample files for 1970. The sample consisted of all persons 14 to 69 years of age who were not residents of institutions nor enrolled in school in 1970. Evidence led to 4 general conclusions: (1) color-ethnic-sex inequalities in status permeated the labor market; (2) Spanish origin, American Indian, and black men were discriminated against in their labor force participation, occupational achievement, mobility, and earnings; (3) women in these minority groups, along with white women, were subjected to severe discrimination, the magnitude of which was far greater than that experienced by minority men; and (4) inequalities among women in the labor market were comparatively small and the status of minority women was not consistently inferior to that of white women. (NQ)

ED 113 119 RC 008 835

Ornelas, Charles And Others

**Decolonizing the Interpretation of the Chicano Political Experience. Pamphlet Series No. 2.** California Univ., Los Angeles. Chicano Studies Center. Report No.—CSC-P-2



Pub Date 75

Note—46p.

Available from—Chicano Studies Center, Publications, 405 Hilgard Ave., Los Angeles, California 90024 (\$2.25)

**Document Not Available from EDRS**

Descriptors—Academic Rank (Professional), Alternative Schools, \*Authors, \*Composition (Literary), Educational Alternatives, Higher Education, Literary Perspective, Majority Attitudes, \*Mass Media, \*Mexican Americans, \*Political Attitudes, Political Science  
Identifiers—\*Chicanos

The Chicanos' political experience is defined as "their thought, activity, and organization directed toward securing an equitable and meaningful allocation of values from a politico-governmental system controlled by the dominant population, the challenges to that system, as well as alternative forms of action and security taken to offset the denial of political access and governmental output." This book discusses the way that academic colonialism has affected the study of the Chicano political experience and the response that this is occasioning. Other topics include: the manner in which the exclusionary system operates with respect to the Chicano group, the actions being taken by Chicanos to challenge this existing situation, and the research perspective being provided from the standpoint of the subordinate group. Exclusionary practices in the publishing and media outlets are at times examined in the broader context since they impact commonly on the distribution of information about the Chicano experience in general. Likewise, the Chicano responses presented are not limited to those occurring within "political science" but include also the development of Chicano Studies and alternative schools as outgrowths of past insensitivity in all disciplines. (Author/NO)

ED 113 120 95 RC 008 836

Quintana, Francis, Comp.

**The Brown Paper: Education and Chicanos in New Mexico, 1973-74.**

New Mexico Highlands Univ., Las Vegas.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Civil Rights, Community Involvement, Early Childhood Education, \*Educational Improvement, Elementary Secondary Education, Higher Education, \*Institutes (Training Programs), \*Mexican Americans, \*Mobile Educational Services, Post Secondary Education, State Programs, State Surveys, \*Student Needs, Vocational Education

Identifiers—Chicano Mobile Institutes, \*New Mexico

Goals of the New Mexico Chicano Mobile Institutes were to: improve the quality and equality of education to meet the needs of Chicano students in public and private institutions of higher learning throughout the State; and prepare personnel in higher education to meet the needs of students, from low income and ethnic minority families, attending all public and private schools in the State. Persons identified as having some influence on the education of Chicanos in New Mexico were invited to participate in two 2-day institutes. Since participants had to pay for their own expenses, they were asked to participate through correspondence if unable to attend. Of the 158 persons identified, 62 did not respond, 59 corresponded by mail, and 38 actually participated. The first institute identified, defined, organized, and documented all problem areas affecting Chicanos at all educational levels. The second reviewed the problems identified in the first institute, then identified, defined, and related proven innovative solutions to the problems. Both institutes were conducted in a very successful manner. A synopsis of both institutes is given in this paper. Also included are: a list of all people responsible for education in the State; analysis of statewide testing; pupil enrollment by school district; and summaries of four Civil Rights reports pertaining to education in the Southwest. (NO)

ED 113 121 RC 008 842

Kryza, Frank, T. II

**Migrant Education in Connecticut: An Introduction to the Connecticut Migratory Children's Program.**

Area Cooperative Educational Services, New Haven, Conn. Educational Resources Center.

Spons Agency—Connecticut State Board of Education, Hartford.

Pub Date Oct 75

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Compensatory Education Programs, \*Educational Opportunities, \*Enrichment Programs, Human Services, \*Migrant Child Education, \*Program Descriptions, \*Summer Programs, Supplementary Education

Identifiers—\*Connecticut, Connecticut Migratory Childrens Program, Elementary Secondary Education Act Title I, ESEA Title I

The Connecticut Migratory Children's Program (CMCP), funded under the 1965 Elementary Secondary Education Act Title I, aims to provide migrant children with: (1) the opportunity to improve communications skills necessary for dealing with various situations; (2) preschool and kindergarten experiences geared to each child's psychological and physical development that will help him to function successfully; (3) specially designed programs in the academic disciplines that will increase each child's ability to function at a level equal to his potential; (4) specially designed activities which will increase each child's social growth, positive self-concept, and foster his ability to function in groups; and (5) programs that will improve each child's academic and vocational skills and give him exposure to prevocational orientation. It also aims to implement programs, using Federal, State, and local resources, to improve mutual understanding and appreciation of cultural differences among children. CMCP operates (1) multipurpose resource centers which are operated throughout the year, and (2) summer enrichment programs, including a special program developed for children who are employed during the summer to harvest tobacco. Purpose of both programs is to supplement, but not supplant, the migrant child's educational opportunities, and to coordinate the health, cultural, social, and educational services. (NQ)

ED 113 122 RC 008 846

Arizona Commission of Indian Affairs 1974-75

Annual Report.

Arizona Commission of Indian Affairs, Phoenix.

Pub Date 25 Aug 75

Note—28p.; For related document, see ED 098 007

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Accountability, \*American Indians, Annual Reports, Community Development, Economic Development, Human Relations, \*Legislation, Objectives, \*Program Evaluation, \*Reservations (Indian), \*State Agencies, State Federal Support, State Programs, Tribes

Identifiers—\*Arizona

The Arizona Commission of Indian Affairs 1974-75 Annual Report is issued to inform the Governor, State Legislature, and tribal governments of the proceedings, transactions, findings, and recommendations made by the commission. Included are: (1) a list of commission members, (2) a map showing the Indian reservations in Arizona, (3) a table listing population and acreage, (4) a list of commission meetings held in 1974-75, (5) a brief summary of projects completed, (6) a publications list, (7) a commission "highlights" report, and (8) a budget report. Also included is a brief profile of the Colorado River Indian tribes (Mohaves, Hopis, Chemehuevis, and Navajos), which outlines their history and origin; size and location; tribal government; employment and economic development projects (agricultural, recreational-tourism, etc); local, State, and federally funded education, health, and welfare projects; and other tribal activities. The appendices include four resolutions; "Endorsement of Indian Counseling Comprehensive Study"; "Supporting Indian-Tribal Council"; "Recommending That Dr. George E. Bock Be Appointed Director of the Arizona Department of Health Services"; and "Recommending the Approval of BIA (Bureau of Indian Affairs) Project N-15(7) 1 (The Leupp Bridge Across the Little Colorado River)". A brief summary concludes the document. (AH)

## SE

ED 113 123

SE 014 316

Jones, Richard John

**Comparative Career Orientations of Beginning Male Mathematics, Science, Social Studies, and English Teachers.**

Pub Date 71

Note—101p.; Ed.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-13,877, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Beginning Teachers, \*Career Planning, Doctoral Theses, Educational Research, Higher Education, \*Males, Mathematics Teachers, \*Predictor Variables, Science Teachers, Secondary School Teachers, \*Teacher Characteristics

Identifiers—English Teachers, Research Reports, Social Studies Teachers

The purpose of this paper was to discover if certain personal and social factors are related to selected career pattern features of male teachers in specified subject areas. The population of the study included 1212 male beginning teachers certified to teach mathematics, science, social studies, or English. Questionnaires were mailed to each. A total of 713 participants responded. Besides personal data and subject specialization, information related to career alternatives, factors involved in selection of first teaching assignment, and alternatives for further study beyond the bachelor's degree was sought. Data were dichotomized, with mathematics and science (MS) teachers composing one group and social studies and English (SSE) teachers composing the other. MS and SSE teachers, regardless of employment status, placed relatively high and almost equal priority on being located close to a college or university in selecting their first position. No significant differences were found concerning expectancy to pursue careers as classroom teachers or eventually seek positions at a college or university. (Author/EB)

ED 113 124

SE 014 335

Marking, William Michael

**A Study of National Science Foundation Institute Participation and Chemistry Content Preparation of Chemistry Teachers Related to the Academic Achievement of Secondary School Chemistry Students in the Memphis City School System.**

Pub Date 71

Note—137p.; Ed.D. Dissertation, Memphis State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-7567, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Achievement, \*Chemistry, Chemistry Teachers, Doctoral Theses, Educational Research, \*Inservice Teacher Education, Institutes (Training Programs), \*Predictor Variables, Science Education, Secondary Education, \*Secondary School Science, Teacher Qualifications

Identifiers—California Mental Maturity Test, Cooperative Science Test in Chemistry, \*National Science Foundation, NSF, Research Reports

The purpose of this study was to investigate several variables related to teacher preparation and cognitive achievement of high school chemistry students. The teacher population consisted of 35 teachers. Twenty-three hundred student scores on the Cooperative Science Test in Chemistry were collected and categorized for relevant data. Two hundred students were utilized in the Study. The American Chemical Society-National Science Teachers Association Cooperative Examination (ACS-NSTA examination) was administered to the students. Intelligence scores on the California Mental Maturity Test were obtained. Analyses of variance were performed. The findings concerning institute participation were significant at the .001 level. Students of teachers who have had National Science Foundation institute participation achieve at significantly higher levels of performance, according to this study. The findings relating student achievement and chemistry con-

tent background of teachers were significant at levels higher than .001. No significant differences in achievement were noted when students were stratified according to sex, but it was shown that tenth-grade students achieved at a higher level than eleventh-grade students and then, in turn, higher than twelfth-grade students. The findings seem to indicate a need for additional research to determine the optimum year for chemistry instruction as well as the undergraduate preparation of chemistry teachers. (Author/EB)

**ED 113 125** SE 014 336

Melander, Kathleen Mary Roan

**A Study of the Influence of Harvard Project Physics on the Knowledge and Attitudes of Non-Science Students at the University Level.**

Pub Date 71

Note—146p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-9084, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—\*College Science, \*Curriculum, Doctoral Theses, Educational Research, General Education, Higher Education, \*Instruction, \*Physics, Science Course Improvement Project, Science Education, \*Student Attitudes, Student Motivation  
Identifiers—\*Harvard Project Physics, HPP, Research Reports

In order to study the mechanism of student interest in a physical science course when the majority of students were interested in fields other than science, a system of measuring instruments was applied for detection of significant differences between two teaching methods used for this course. The study utilized the measured responses of 105 university physical science students on The Eysenck Personality Inventory, The Personal Opinion Survey, The Harvard Project Physics Film Loop Tests, and on the multiple opportunities presented for extra class time use of experimental equipment designated for gain of knowledge in physical science. Random assignment resulted in 73 students in the traditional course and 32 students in the Harvard Project Physics (HPP) course. It was concluded that no significant differences were evidenced relating to personality dimensions. The HPP mean scores for attitudinal attributes, rigidity, need for order and need for achievement were higher than the same scores for the traditional group. The total mean scores of seven tested attitudinal attributes were computed to be of no statistical significant difference. A positive type of motivation was indicated with use of HPP film loops. It was recommended that more teachers acquire training in teaching HPP since students react favorably to the course. (Author/EB)

**ED 113 126** SE 014 357

Dial, Elizabeth Ann

**Factors Responsible for the Non-Election of Physics by Eligible Secondary School Students in Alabama.**

Pub Date 72

Note—211p.; Ed.D. Dissertation, University of Alabama

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-17,105, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, Educational Research, \*Enrollment Influences, \*Physics, \*Predictor Variables, Science Education, Secondary Education, \*Secondary School Science, Student Behavior, \*Student Characteristics

Identifiers—\*Alabama, Research Reports

A sample of 400 students who had not taken physics and who were currently enrolled in Algebra II or a higher level mathematics course was selected for this study to determine possible factors that might have influenced their decision not to take physics. A data gathering instrument, consisting of the Student Questionnaire and the Questionnaire for Principals, provided items which served as variables and which were factor analyzed. Appropriate labels seemed to be: Intellectual Characteristics, Scientific Interest, School Factors, Peer Influence, and Influence of Family and Friends. Step-wise discriminant analysis, a multivariate technique, was used. Conclusions

made concerning some of these factors as affecting physics enrollment included: (1) peer influence, more than any other factor, seemed to be more responsible for students' decisions regarding the election of physics; (2) scientific interest seemed to exert considerable influence; and (3) students' decisions appeared to be only moderately influenced by the intellectual characteristics of the students. This was probably due to the fact that the students in the sample were generally academically above-average and had somewhat similar backgrounds in mathematics. (Author/EB)

**ED 113 127**

SE 014 625

Tilford, Michael Phillip

**Factors Related to the Choice of Science as a Major among Negro College Students.**

Pub Date 71

Note—150p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,008, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—\*College Science, Doctoral Theses, \*Educational Research, Higher Education, Land Grant Universities, \*Negro Students, \*Predictor Variables, Science Education, Statistical Analysis, Student Attitudes, \*Student Characteristics

Identifiers—Research Reports

The purpose of this study was to identify some of the characteristics of Negro college students who majored in science in comparison to those who were non-majors. The science majors were sub-divided into pure science and applied science groups for some analyses. Twelve variables were investigated: (1) ACT composite scores, (2) ACT science scores, (3) grade point averages, (4) high school science activity, (5) attitude toward science, (6) percentage of white students in high school, (7) high school influence, (8) family influence, (9) college influence, (10) socioeconomic status, (11) number of siblings, and (12) ordinal position among siblings. The instrument used was a questionnaire of free choice items. The population consisted of all students in predominantly Negro land-grant colleges and universities. Analyses of variance, Pearson Product Moment Correlations, a t-test, and percentages were ascertained. Findings and conclusions indicated that pure science majors, applied science majors, and non-science major were found to differ significantly on each of the measures of academic ability and achievement. Applied science majors were similar to non-science majors. Family influence showed significant differences between all three groups. Science majors with 3.00 and above were found to have a more favorable attitude toward science. All the subjects tended to be the youngest among six children. (Author/EB)

**ED 113 128**

SE 014 649

Glass, Lynn William

**An Analysis of the Influence of Selected Teacher Behaviors upon Development of Corresponding Student Behaviors.**

Pub Date 70

Note—193p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-23,889, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—Attitudes, \*Biology, Doctoral Theses, Educational Research, Science Education, \*Scientific Attitudes, Secondary Education, \*Secondary School Science, \*Student Behavior, Student Characteristics, \*Teacher Behavior, Teacher Characteristics

Identifiers—BSCS Achievement Tests, Research Reports, Wisconsin Inventory of Science Processes

The study involved 525 high school biology students and their teachers and was an attempt to determine the effect of teacher attitude toward biology on the students' attitude toward biology. The degree of understanding of science was also analyzed. A 65-item inventory was developed to measure attitude toward biology. The Wisconsin Inventory of Science Processes was used to measure understanding of science. The Biological Sciences Curriculum Study (BSCS) Achievement

Tests 1 and 2 were used to measure student achievement. A profile analysis technique was developed to match each student with his teacher on the basis of his stated attitude toward biology and on his understanding of science. The data collected permitted generalizations to be made with the Silcoxon matched-pairs signed-ranks test at the 0.05 level of significance. Some of these generalizations were: (1) the student's attitude can be changed significantly to an attitude profile more congruent with that of his teacher; and (2) the profile level can be modified to agree more closely with the profile level of his teacher. The results of the study indicate that students, in general, do tend to adopt an attitude toward biology which is similar to that of their teacher, but there is little or no relationship to achievement in biology. (Author/EB)

**ED 113 129**

SE 015 559

Sullivan, Ralph J.

**Air Pollution Aspects of Odorous Compounds.**

Liton Industries, Washington, D.C.

Spons Agency—National Air Pollution Control Administration (DHEW), Washington, D.C.  
Report No.—PB-188-089

Pub Date Sep 69

Note—258p.; Product of the Environmental Systems Division of Liton Systems, Inc., Bethesda, Maryland

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB-188-089, PC \$3.00, MF \$2.25)

**Document Not Available from EDRS**

Descriptors—\*Air Pollution Control, Ecology, \*Environment, Environmental Influences, Environmental Research, Federal Government, Physical Environment, \*Pollution, Research Reviews (Publications), \*State of the Art Reviews, Technology, Waste Disposal  
Identifiers—\*Odors, Toxic Substances

This report deals with the less ubiquitous, but potentially harmful, contaminants that are in our atmosphere. Thirty such pollutants have been identified and available information has been summarized in a series of reports describing their sources, distribution, effects, and control technology for their abatement. A total of 27 reports have been prepared covering the 30 pollutants. These reports represent current state-of-the-art literature reviews supplemented by discussions with selected knowledgeable individuals both within and outside the Federal government. Among the pollutants covered are: aeroallergens, aldehydes, ammonia, arsenic, asbestos, barium, beryllium, biological aerosols, boron, cadmium, chromium, ethylene, hydrochloric acid, hydrogen sulfide, iron, manganese, mercury, nickel, odorous compounds, organic carcinogens, pesticides, phosphorous, radioactive substances, selenium, vanadium, and zinc. (BT)

**ED 113 130**

SE 015 765

Lunetta, Vincent Norman

**The Design and Evaluation of a Series of Computer Simulated Experiments for Use in High School Physics.**

Pub Date 72

Note—159p.; Ph.D. Dissertation, The University of Connecticut

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-32,153, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—Comparative Analysis, \*Computer Assisted Instruction, Doctoral Theses, Educational Research, \*Laboratory Experiments, \*Physics, Science Education, Secondary Education, \*Secondary School Science, \*Simulation  
Identifiers—Physical Science Study Committee, PSSC, Research Reports

The purpose of this study was to develop and evaluate a series of simulation dialogs utilizing certain computer capabilities. The series of simulations produced in the study parallel the fundamental, inductive experiments developed by the Physical Science Study Committee (PSSC) through which students generalize Newton's Second Law. Students learned the concepts using two simulation modes and participated in one of the following groups: Group I (Experimental) - these students interacted only with the film loops developed in the study and with the computer interactive dialogs; Group II (Experimental) - these students did not have access to computer terminals and interacted with the film loops and

with simulated data and problem sheets and their teachers; Group III (Control) - these students studied the same concepts as students in the experimental groups, but they interacted with their teachers and with real laboratory materials (PSSC). Data collected in the study showed that learning was significantly higher in Group I than in the other two groups, and that learning was significantly lower in Group III than in the other two groups. Students in Group III spent more time in instructional activities than the students in the other two groups—8.3 times as long as Group I and 3.2 times as long as Group II. (Author/MLH)

ED 113 131 SE 016 327

Hunter, Walter Eugene  
An Analysis of a Systems Approach to the Teaching-Learning Process.

Pub Date 72  
Note—112p.; Ed.D. Dissertation, University of Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-1786, MF-\$7.50, Xerography-\$15.00)

#### Document Not Available from EDRS

Descriptors—\*Chemistry, \*College Science, Doctoral Theses, Education, Educational Research, Higher Education, \*Individualized Instruction, Science Education, \*Systems Approach, \*Teaching Methods

#### Identifiers—Research Reports

Five randomly selected experimental groups of twenty-four general college chemistry students participated in this study. Four of the five groups received a version of the systems approach treatment, which consisted of group orientation, individualized learning, small group seminars and unit tests. The fifth group was administered the traditional lecture treatment. Group 1 received the standard systems approach treatment. Group 2 received the systems approach treatment plus pretesting on unit objectives. Group 3 received the systems approach treatment plus four learning theory lectures. Group 4 received the systems approach treatment plus criterion evaluation of unit tests. Group 5 received the lecture treatment in place of the systems approach treatment. All treatment groups used the same unit and course objectives, laboratory exercises, text materials, unit tests and final tests. Both final and unit tests were used as measures of achievement. A two-factor analysis of variance revealed that students in the groups receiving the systems approach treatment performed significantly higher than students in the lecture treatment group. Significant interaction between treatment and scholastic ability (SCAT) and treatment and prior academic performance (High School Rank) existed for Group 4 and Group 5 with respect to unit test achievement. (Author/MLH)

ED 113 132 SE 016 356

Crater, Harold L., Jr.  
The Identification of Factors Influencing College Students' Attitudes toward Radioactivity.

Pub Date 72  
Note—106p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-7537, MF \$7.50, Xerography \$15.00)

#### Document Not Available from EDRS

Descriptors—\*Attitudes, Attitude Tests, \*College Students, Doctoral Theses, Educational Research, Higher Education, \*Nuclear Physics, Radiation, Science Education, \*Scientific Attitudes, Statistical Analysis, \*Student Attitudes  
Identifiers—Attitude Toward Radioactivity Scale, \*Radioactivity, Research Reports, Student Descriptor Sheet, Test on Understanding Radioactivity

The two basic questions considered in this study were: (1) What attitudes do college students hold toward radioactivity? and (2) What are some characteristics associated with the college students who hold the more favorable attitudes toward radioactivity? The sample studied included 1,205 mostly undergraduate students at the University of Texas at Austin from whom data were collected using three instruments developed for the study: the Attitude Toward Radioactivity Scale, the Test on Understanding Radioactivity, and the Student Descriptor Sheet. Seven hypotheses predicted no relationship would

exist between a college student's attitude toward radioactivity and (1) understanding of radioactivity; (2) grade level; (3) subject major; (4) grade point average; (5) the number of high school science courses taken; (6) the number of semester hours of college science studied; and (7) political leanings. Using correlation methods, analysis of variance, and multiple range techniques, it was found that only hypothesis 4, expressing no relationship between a student's grade point average and attitude toward radioactivity, was accepted. Rejection of the other six hypotheses at or beyond the .01 level showed those characteristics to be associated with the college students who hold the more favorable attitudes toward radioactivity. (Author/MLH)

ED 113 133 SE 016 713

Lauridsen, La Monte Irvy  
An Investigation of the Effects of ISCS Level One on Selected Affective Variables of Students.

Pub Date 72  
Note—149p.; Ed.D. Dissertation, University of Kansas

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-11,833, MF \$7.50, Xerography \$15.00)

#### Document Not Available from EDRS

Descriptors—\*Affective Behavior, Doctoral Theses, Educational Research, \*Instruction, Junior High Schools, \*Science Course Improvement Project, Science Education, \*Scientific Attitudes, Secondary School Science, \*Student Attitudes

#### Identifiers—Intermediate Science Curriculum Study, ISCS, Research Reports

The study was designed to assess the effects of Intermediate Science Curriculum Study (ISCS) Level One in terms of (1) fostering positive growth in the scientific attitudes associated with the nature of scientific laws, the limitations of science, and the desirability of science as a vocation; (2) enhancing the self-reliance level; and (3) elevating the relative ranking given by students to science as compared to other subjects. Responses were collected from more than 650 seventh-grade students in 15 ISCS Level One classrooms. Two hundred non-ISCS seventh-grade students formed the control group. Discriminant analysis revealed that the ISCS group experienced significantly greater positive increase in the attitude associated with the nature of scientific laws than did the non-ISCS group. Both groups experienced a slight, but not significant, increase in the attitude associated with the limitations of science. Both groups ranked science lower, but not significantly, in the preferential ranking of classroom subjects. Both groups experienced a slight increase in self-reliance. (Author/PS)

ED 113 134 SE 016 725

Atkinson, Thomas Joseph  
A Comparative Study of the Effect of Audio Taped Instruction on Student Achievement and Retention in the Level II ISCS Program. [Previously copyrighted material on several pages not microfilmed at request of author. Available for consultant at University of Maryland Library.]

Pub Date 72  
Note—139p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-9671, MF \$7.50, Xerography \$15.00)

#### Document Not Available from EDRS

Descriptors—\*Academic Achievement, \*Audiovisual Instruction, Comparative Analysis, Doctoral Theses, Educational Research, Grade 8, \*Instruction, Junior High Schools, \*Reading Ability, Retention Studies, Science Education, \*Secondary School Science, Student Testing, Teaching Methods

#### Identifiers—Intermediate Science Curriculum Study, ISCS, Research Reports

The purpose of the study was to compare the achievement, retention, and time to complete the required sequence of activities, of eighth-grade science students receiving instructions by means of audio tapes with those receiving the same instructions by use of printed materials. The sample was formed of 72 students designated as below average, or above average in reading ability and randomly assigned to two groups. The experimental group received instruction for chapters one through five of the Intermediate Science Curriculum

Study (ISCS) Level II by use of audio tapes. The control group used the printed materials. After completing each chapter, a chapter self-test and a chapter test were administered. After the completion of all five chapters, a unit achievement test was administered. Three weeks later, an achievement retention test was administered. The analysis of data revealed that the sum of the means of the experimental group was significantly higher than the sum of the means of the control group on the chapter tests, self-tests, unit test, and retention test. The students of above average reading ability obtained higher achievement and retention by using printed materials. (Author/PS)

ED 113 135 SE 016 729

Thollairathil, George C.  
Analysis and Evaluation of Science Teaching in the Nigerian Secondary Schools.

Pub Date 73  
Note—213p.; Ph.D. Dissertation, Fordham University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-16,056, MF-\$7.00, Xerography-\$15.00)

#### Document Not Available from EDRS

Descriptors—\*Curriculum, \*Developing Nations, Doctoral Theses, Educational Research, Instruction, International Education, \*National Surveys, \*Science Education, Secondary Education, \*Secondary School Science  
Identifiers—\*Nigeria, Research Reports

This survey was conducted to determine the status of the following aspects of science curriculum in the twelve states of Nigeria: (1) time allocation, (2) teaching methods, (3) textbooks, (4) syllabi, (5) teaching aids, and (6) evaluation procedures. A questionnaire was developed for this purpose. The sample consisted of 294 secondary schools, representatively chosen from the 588 secondary schools in Nigeria. The analysis of data revealed that one-ninth of the weekly class time was allotted for science teaching. All or nearly all children were studying science. The curriculum leaned heavily toward a teacher-oriented teaching program. The West African School Certificate Examination exerted a major influence in the adoption of teacher-centered, authoritarian teaching methods. Foreign produced textbooks were used in a great majority of the schools. Pupils' lack of adequate experience in primary school, inadequate equipment, and concentration on factual examinations were perceived as serious difficulties in teaching science effectively. Recommendations were made for improvement of the science education. (Author/PS)

ED 113 136 SE 016 751

Waldstein, Morris  
The Relationship Between the Ability to Apply Certain of the Principles of Dynamics to New Situations and the Discrepancy Measured Between High School Male Students' Concept of Self and Their Ideal Self.

Pub Date 73  
Note—105p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-19,454, MF-\$7.50, Xerography-\$15.00)

#### Document Not Available from EDRS

Descriptors—\*Academic Achievement, Doctoral Theses, Educational Research, Learning, \*Mathematical Concepts, Problem Solving, Science Education, \*Scientific Concepts, Secondary Education, \*Secondary School Science, \*Self Concept, Student Characteristics  
Identifiers—Research Reports

This investigation was performed to test the hypothesis that male high school students of high discrepancy score on self-concept would be less able to apply principles of dynamics to new situations than male high school students of low discrepancy score. The discrepancy score was the difference between self-concept and ideal self as calculated with the Bill's High School Index of Adjustment and Values. The ability to apply principles of dynamics was determined by the score on a test constructed for this purpose. The relation between the ability to apply dynamics was found to correlate moderately with IQ; the discrepancy score was found to have virtually no correlation with IQ. (Author/PS)



**ED 113 137** SE 017 138

*Bruschwig, Fernand.*  
Experiments That Walk: Four Self-Study Units  
with Portable Kits for Introductory Physics.

Pub Date 72

Note—408p.; Ph.D. Dissertation, University of  
California, Berkeley  
Available from—University Microfilms, 300  
North Zeeb Road, Ann Arbor, Michigan 48106  
(Order No. 73-19,631, MF-\$7.50, Xerography-  
\$15.00)

**Document Not Available from EDRS**

Descriptors—College Science, Doctoral Theses,  
Educational Research, Higher Education, \*In-  
dividualized Curriculum, \*Instruction, \*Instruc-  
tional Materials, \*Physics, Science Education,  
Self Help Programs

**Identifiers—Kits, Research Reports**

This is a report of the development of four self-  
study units in physics for college nonscience  
majors. The topics of the units are Waves and  
Sound, The Radiant Energy of Sunlight, Infrared  
Radiation, and Acceleration. Each unit includes  
an inexpensive, portable kit; a student manual  
containing all requisite background information,  
self-test, directions for the experiment and  
questions; and a teacher's guide with answers to  
the questions in the manual, a list of learning ob-  
jectives and a quiz. Student attitudes and study  
procedures were determined by means of  
questionnaires and personal interviews. Student  
learning outcomes were assessed from quizzes, in-  
terviews, and student reports. The data showed  
that most students achieved the important learn-  
ing objectives. Significant differences were found  
between quiz scores of students using the units  
and an equivalent control group. (Author/PS)

**ED 113 138** SE 017 148

*Gough, Ruby Louise*

An Historical Study of Science Education in New-  
foundland.

Pub Date 73

Note—290p.; Ed.D. Dissertation, Boston Uni-  
versity School of Education

Available from—University Microfilms, 300  
North Zeeb Road, Ann Arbor, Michigan 48106  
(Order No. 73-23,564, MF-\$7.50, Xerography-  
\$15.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, \*Educational His-  
tory, \*Educational Problems, Educational  
Research, \*Historical Reviews, \*Science Educa-  
tion, \*Science History

**Identifiers—\*Newfoundland, Research Reports**

Reported is a study of the history of science  
education in the province of Newfoundland,  
Canada. Science education was examined within  
the context of the educational system and in re-  
lation to social and cultural development. Causes  
for current problems in science education, such  
as declining enrollment in science, acute shortage  
of qualified science teachers, and general paucity  
of facilities, were examined from a historical per-  
spective. Restrictive policies against settlement,  
religious antagonisms, and exploitation by outside  
interests were largely responsible for duplication  
of schools with untrained teachers, generally im-  
poor facilities, and a rigid, narrow curricu-  
lum. Differential grading patterns for males and  
females encouraged employment of more female  
teachers with no science background. In the  
twentieth century societal needs affected school  
curriculum, and science curriculum included the  
study of hygiene, nature study, and navigation.  
Causes for science teacher shortages and lack of  
scientific literacy were also examined. Recom-  
mendations for improvement of science education  
in the province are made based on understanding  
the origins of present problems. (Author/PS)

**ED 113 139** SE 018 409

*Kovach, L. D.*

A Survey of Methods of Teaching Mathematics.  
Final Report.

Naval Postgraduate School, Monterey, Calif.

Report No.—AD-775-281; NPS-53KV73121A

Pub Date 31 Dec 73

Note—33p.

Available from—National Technical Information  
Service, Springfield, Virginia 22161 (Order No.  
AD-775-281/9GA, PC-\$3.25, MF-\$2.25)

**Document Not Available from EDRS**

Descriptors—Algebra, Calculus, \*College Mathe-  
matics, Computer Graphics, Computer  
Oriented Programs, \*Cost Effectiveness,  
Geometric Concepts, Higher Education, \*In-

struction, Instructional Films, \*Instructional  
Materials, \*Mathematics Education, Number  
Systems, Surveys, Textbooks, Topology

Several methods of teaching college-level  
mathematics sequences are examined for their  
advantages, disadvantages, and costs. Materials  
considered include textbooks, film sequences,  
videotaped lectures, and individualized teaching  
machines. (SD)

**ED 113 140**

SE 018 780

*Rowe, Mary Budd, Ed. DeTure, Linda, Ed.*

A Summary of Research in Science Education-  
1973.

ERIC Information Analysis Center for Science,  
Mathematics, and Environmental Education,  
Columbus, Ohio.

Spons Agency—National Inst. of Education (D-  
HEW), Washington, D.C.

Pub Date 75

Note—93p.

Available from—John Wiley and Sons, Inc., One  
Wiley Drive, Somerset, New Jersey 08873  
(\$4.95)

Journal Cit—Science Education; Special Edition  
1975

EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.

Descriptors—Curriculum, \*Educational Research,  
Handicapped, Instruction, Learning Theories,  
Physics, Preservice Education, \*Research  
Reviews(Publications), \*Science Education,  
Surveys, \*Teacher Education, Testing  
Identifiers—\*Piaget (Jean)

The editors of this review have focused on four  
purposes: (1) to portray the state of knowledge in  
science education, (2) to describe any existing  
trends, (3) to identify areas which need to be  
researched, and (4) to provide tentative answers  
to pertinent problems, if any seem to emerge  
from the research. Research studies reviewed  
have been divided into the main categories of  
learning; education, characteristics and behaviors  
of teachers; values and philosophy; and surveys.  
Also, an index and bibliography are provided in  
order that the reader may make easy reference to  
the 307 research studies listed. (CP)

**ED 113 141**

SE 018 907

Data Utilization: A Key to Improved Science Edu-  
cation.

Council of State Science Supervisors, Inc.,  
Richmond, Va.

Spons Agency—National Science Foundation,  
Washington, D.C.

Pub Date 74

Note—45p.; Occasional small type used in charts  
Available from—The Council of State Science  
Supervisors, Inc., 1322-28 East Grace Street,  
Richmond, Virginia 23219

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Data Bases, Data Collection,  
\*Decision Making, Educational Change, \*Educa-  
tional Planning, Educational Policy, Higher  
Education, \*Information Systems, Policy,  
\*Science Education

**Identifiers—Council of State Science Supervisors**

The purpose of this project was to determine  
what the availability of educational data in the  
state department of education is and what strate-  
gies can be applied to improve state data systems  
and make the best use of them in making na-  
tional and state educational decisions. The pro-  
ject involved two major activities: the design and  
implementation of a survey to determine the ex-  
tent and consistency of data collected by the  
states as well as the frequency and source of data  
collection and a study of results of the survey in  
order to make recommendations for improved  
data gathering and utilization. Results indicated  
the available data in state data banks would not  
be useful in determining training needs of  
teachers or teacher competency. There was little  
correlation between kinds of data collected and  
problems related to science teachers and  
teaching. Some of the recommendations made  
were for the upgrading of state data banks to col-  
lect information which will be useful in making  
educational policy decisions. A survey form  
which could be used to collect data on science  
teachers employed in the 50 states is also in-  
cluded in the project report. (Author/BR)

**ED 113 142**

SE 019 431

Catalog of Media Resources. Project ICE.

Project I-C-E, Green Bay, Wis.

Spons Agency—Bureau of Elementary and  
Secondary Education (DHEW/OE), Washing-  
ton, D.C.

Bureau No.—BR-3-0441SW

Pub Date 75

Note—61p.; Contains color-coded materials

Available from—Project I-C-E RMC, 1927 Main  
Street, Green Bay, Wisconsin 54301 (\$1.50)

**Document Not Available from EDRS**

Descriptors—\*Bibliographies, Ecology, \*Environ-  
mental Education, Instructional Aids, \*Instruc-  
tional Materials, \*Instructional Media, Natural  
Resources, \*Science Education, Teaching  
Guides

Identifiers—Elementary Secondary Education Act  
Title III, ESEA Title III, \*Project ICE

This guide is a list of available environmental  
education materials from the Project I-C-E  
Resource Materials Center. A one-page guide ex-  
plaining procedures for using the Resource  
Center services is provided. It contains the ser-  
vice charges for shipping and handling, check-out  
periods, those who may use the resources, order-  
ing instructions, procedures for returning materi-  
als, and users' liability. The bibliographic listing  
of environmental education resources is sub-  
divided into five areas: Films, Filmstrips, Kits,  
Simulation Games, and Books and Booklets. The  
section on printed materials is arranged  
alphabetically with call numbers. Each of the  
other areas is organized in numerical order, and  
most contain a listing of new materials. A brief  
description for the films and filmstrips, along with  
the grade level, is given. The kits contain a series  
of lessons in such topics as pollution, ecology,  
pesticides, environmental quality, water  
resources, urban problems, environmental aware-  
ness, etc. They are briefly described with grade  
level indicated. Along with the printed material,  
there is usually an accompanying teacher and stu-  
dent manual and/or films, filmstrips, records,  
slides, charts, tapes, etc. The section on simu-  
lation games contains the purposes of each game, a  
brief explanation of the procedures, and ap-  
propriate grade levels for its use. (BP)

**ED 113 143**

SE 019 432

*Healy, Mary K. Root, Phyllis*  
A Beginning. Revised 3rd Edition.

Pub Date 73

Note—61p.; Prepared for the Sierra Club Con-  
ference on Education for Environmental  
Awareness. For an earlier edition, see ED 071  
866. Occasional marginal legibility due to  
colors used

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Ecology, Educational Resources,  
Environment, \*Environmental Education, \*In-  
structional Materials, \*Instructional Media,  
\*Learning Activities, Natural Resources, \*Student  
Projects

This document contains a selection of materials  
focusing on man acting to know, preserve, and  
improve his environment. The booklet is divided  
into three parts. Part one presents a listing of ob-  
jectives. They reflect a need for all to become  
aware of the problems that plague our environ-  
ment. Furthermore, they indicate that the ecologi-  
cal improvement of the earth is the responsibility  
of each and every member of society. The second  
section is a description of eleven class projects  
which are to be adapted and used in the ap-  
propriate grade level, kindergarten through  
twelve. Relevant topics include environmental  
laws that could be submitted to the state legisla-  
ture, a conservation fair, an advertising campaign  
for endangered species, a map of your locality  
with its environmental problems and proposed  
solutions, and "ecopornography." Part three, the  
most extensive, is a directory of resources. Pro-  
vided are a brief description, cost information,  
and grade level for films, filmstrips, printed  
materials, literature, units, texts, periodicals,  
songs, and games. (BP)

**ED 113 144**

SE 019 448

An Overview of Environmental Attitudes, Values,  
and Ethics: A Symposium.

Pub Date 12 Aug 74

Note—58p.; Symposium presented at the Annual  
Conference of the Conservation Education As-  
sociation (SUNY College of Environmental  
Science and Forestry, Syracuse, New York,  
August 12, 1974)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Attitudes, Cultural Context, Cul-  
ture Conflict, \*Environment, \*Environmental

Education, Ethical Values, Human Dignity, Psychology, Religion, \*Social Environment, Social Influences, Social Values, Symposia, \*Values

This series of symposium papers examines the phenomena of environmental attitudes, values, and ethics from a psychological, philosophical/religious, and Western religion perspective. The psychological view is examined from three standpoints: the internalist position, explaining behavior from events within the individual; the interactionist position, emphasizing interaction between an individual and the environment; and the externalist position, accounting behavior in terms of events outside of the individual. Illustrations are provided from observations of environmentalists and educators. The author provides suggestions for incorporating these perspectives in environmental education programs. The subscriber of the religious viewpoint believes the environmental crisis to be one of man's understanding of himself. She realizes a need for institutional change, but emphasizes its origin with a self-reform, which can be affected through the schools. The proponent of the Judeo-Christian ethic examines the relationship between God and human beings. This position states that God still owns and controls earth and will do so with or without us; that justice is the priority in achieving harmony with our ecological niche; and that human values are our potential for positive action. The second section of this document presents a series of questions and reports responses of the panelists. (BP)

ED 113 145 SE 019 469

Felix, John Henry

Oahu, Hawaii's Water Supply: 1848-2020 A.D.

Pub Date Jul 75

Note—370p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage  
Descriptors—\*Conservation (Environment), Doctoral Theses, \*Ecological Factors, Environment, \*Natural Resources, Recycling, Resource Materials, \*Water Pollution Control, \*Water Resources

Identifiers—Hawaii, Research Reports

Demand projections indicate that Oahu's natural ground water supply will be fully developed by the year 2000. Supplementary water resources will need to be developed in keeping with the growth of the economy and population. The author, chairman of the Honolulu Board of Water Supply, authoritatively discusses types of ground water in Hawaii, and areas of interest in water development throughout the Islands. This is followed by an in-depth historical accounting of Oahu's water supply system. The present water resources, population, land use situation, and projects for the future are examined. The Board of Water Supply, which has amply provided Oahu with high quality water, has carried out its responsibilities inefficiently. Management, in terms of utilizing computer technology, is indicated to deal with increasing problems. The issue of whether to combine water supply operations with sewerage functions is presented. Institutional responses to water supply needs, desalination, water recycling and treatment, and energy are other topics thoroughly treated. Although technological innovations can be used to increase supply, specific development projects, conservation measures, and institutional reform are recommended to meet Oahu's water supply needs beyond the year 2020. An extensive bibliography of published and unpublished materials is included. (BP)

ED 113 146 SE 019 470

Gleever, Paul M., Ed.

Air Pollution Manual, Part 1-Evaluation. Second Edition.

American Industrial Hygiene Association, Akron, Ohio.

Pub Date 72

Note—259p.

Available from—E. Lynn Schall, American Industrial Hygiene Association, 210 Haddon Avenue, Westmont, New Jersey 08108 (\$15.00)

Document Not Available from EDRS

Descriptors—\*Air Pollution Control, Bibliographies, \*Conservation (Environment), \*Ecological Factors, Environment, Environmental Education, Environmental Influences, \*Environmental Research, Exhausting, Measurement, Natural Resources, \*Pollution

Due to the great increase in technical knowledge and improvement in procedures, this second edition has been prepared to update existing information. Air pollution legislation is reviewed. Sources of air pollution are examined extensively. They are treated in terms of natural sources, man-made sources, metropolitan regional emissions, emission rates from fuels, incinerators, internal combustion engines, and industrial processes. The effects of air pollution on humans, animals, vegetation, and the economy are dealt with. In each section, specific pollutants and symptoms associated with their intake are discussed. Community air pollution surveys are instituted to determine the sources and effects of air pollution. Control agency programming is established. The text also deals with sampling, analysis, and meteorological aspects of air pollution. The subject is treated in great detail, and intends to provide the kind of information required for the evaluation of air pollution problems. A comprehensive bibliography is included. (BP)

ED 113 147 SE 019 471

1975 Status Report and Resource Guide on Aviation and Space Related High School Courses.

General Aviation Manufacturers Association, Washington, D.C.

Pub Date 75

Note—27p.; Marginal Legibility due to blue print  
Available from—ERIC/SMEAC, The Ohio University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—\*Aerospace Education, \*Course Descriptions, \*Curriculum Development, Science Education, Secondary Education, \*Secondary School Science, \*Space Sciences, Identifiers—\*Aviation Education, GAMA, General Aviation Manufacturers Association

This study contains a statistical consolidation of information reflecting many of the trends and patterns becoming evident in high school aviation courses conducted across the country. For purposes of this report the term aviation relates to all courses including both aviation and space. The information reported is considered to be of value for the planning, development and operation of individual aviation and/or space education programs. The report represents the fourth major compilation of statistical data and is presented for the 1974-75 school year. Within this report is a current list of all General Aviation Manufacturers Association (GAMA) member organizations. School information, showing percentages of aviation programs as a function of school population, is presented as well as descriptive information related to a typical aviation teacher. Academic background and aeronautical qualifications of teachers are presented. Course information given includes description of program designs, course titles, course classification, content and field trips as well as student flight orientation experiences and evaluation procedures. (Author/EB)

ED 113 148 SE 019 535

Environmental Education: Problems, Projects and Exercises (Grades 4-10).

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Science Education.

Pub Date Feb 72

Note—50p.; Adapted from a similar Wisconsin publication, ED 046 746

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Curriculum Guides, \*Ecological Factors, Elementary Secondary Education, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Mathematical Concepts, Natural Resources, \*Pollution, Population Trends, \*Problem Solving, Student Projects, Teaching Guides

This sourcebook is an example of how environmental concepts can be introduced into various areas of the school curriculum. Included are a series of problems, projects, and exercises for students in grades four through ten. They are concerned primarily with pollution, population, individual needs, industrial needs, and consumption, on both a community and national scale. Each of the activities presents a particular problem, and students are asked to utilize their computational skills and/or suggest alternatives. The various problems and exercises aim to challenge students' problem-solving abilities in dealing with whole numbers, rational numbers, real numbers, percent and proportion, measurement, statistical measures, and graphs. Through genera-

tion of projects, students examine problems and suggest ways to improve environmental conditions. (BP)

ED 113 149 SE 019 539

Pavoni, Joseph L. And Others

Preserving Man's Environment.

Pub Date 74

Note—308p.

Available from—Data Courier, Inc., 620 South Fifth Street, Louisville, Kentucky 40202 (List Price \$13.95; Educational Discount Price \$11.95)

Document Not Available from EDRS

Descriptors—Air Pollution Control, \*Ecological Factors, Environment, \*Environmental Education, \*Learning Activities, Recycling, Resource Units, Science Education, \*Science Units, Teaching Guides, \*Unit Plan, Waste Disposal, Water Pollution Control, Water Resources

This text focuses upon ecology and environmental science. It provides a thorough introduction to these areas, as well as the dimension of practical application to the classroom situation. The introductory section deals with the need to become aware of environmental problems, as well as presenting a brief summary of the succeeding chapters. The topics treated include the spaceship earth concept, ecological principles, water quality control, solid waste disposal, recycling and resource recovery, air quality control, noise pollution, environmental impact statements, and environmental law. There are two chapters devoted to each of these nine areas. The first chapter presents an extensive description of the environmental problem; the second chapter is a comprehensive teaching unit, broken down into seven sections. There is a brief introduction to each topic, stressing its importance, followed by the objectives of the unit. The content, activities, and experiments are given, and the units are divided into basic and advanced sections; the former appropriate for junior high school; the latter intended for senior high school and undergraduate college curricula. The evaluation area presents possible objective and essay questions. A detailed account of relevant sources, including books, periodicals, pamphlets, films, filmstrips, and games, is listed at the end of each unit. (BP)

ED 113 150 SE 019 540

Case, Sharon, Ed. And Others

Living Education: A Teacher's Guide to Overnight Sites in Oregon.

Oregon State Dept. of Education, Salem.

Pub Date 75

Note—85p.; Photographs will reproduce poorly  
Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 (\$2.00)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Camping, \*Educational Facilities, Educational Resources, Environmental Education, Field Instruction, Field Trips, \*Instructional Materials, Instructional Media, Instructional Trips, Outdoor Education, Program Development, Recreational Programs, \*Resident Camp Programs, \*Teaching Guides

Identifiers—Oregon

This document has been prepared to encourage teachers in Oregon to plan environmental trips with their classes. It is organized into three major sections—Awareness in a Living Environment, Teaching and Planning Resources, and Directory of Overnight Sites in Oregon. Using a series of questions as guidelines, children become aware of their environment by looking, listening, and touching. Change, cycles, microhabitats, and interdependence are other topics designed to stimulate inquiry and increase environmental awareness. The second part of this publication is arranged in five subsections. The first section is a listing of agencies that will provide free pamphlets, booklets, maps, guides, films, and slide presentations upon request. Section two presents a bibliography of instructional materials. The third area contains a glossary of terms, which might be helpful in discussing environmental issues. Tips on planning trips are included in the fourth subsection. The fifth area is a listing of suggested items to take on a trip. Part three provides a listing of non-commercial camps available through agencies, church organizations, or private owners. The camps are listed within each of the eleven area divisions of Oregon, and by county within each division. Location, accommodations, and contacts for camps are included. (BP)

**ED 113 151** SE 019 632**A Handbook of Environmental Encounters.**

Oregon State Dept. of Education, Salem.

Pub Date 73

Note—117p.

Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Ecology, \*Elementary Secondary Education, Environment, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, Problem Solving, \*Science Education, Student Projects, \*Teaching Guides

This handbook has been designed as a teaching resource to be used in the development of student attitudes and competencies, reflecting an awareness of the environment, and a motivation to work toward solutions to its problems. Listed activities are to be adapted to the abilities and interests of students, school locale, and teaching situation. Suggested exercises consist of air, noise pollution, soil, rocks, minerals, ecosystems, trees, plants, marine and freshwater life, animals, population, energy, pesticides, land use, watershed management, private enterprise, student needs and perceptions, and solid waste. Each of the activities or encounters has objectives stated in behavioral terms. The rationale for each undertaking is identified, with needed materials and appropriate terminology. The environmental topics are divided into activities which call for some particular action on the part of students (i.e., observation, collection, identification, comparison, discussion, etc.). Appraisal activities are suggested for teachers to determine the extent of learning which has occurred. The encounters have been made as flexible as possible to give them the greatest utility. They are designed to be implemented in one or more of the curricular areas, and suggestions for integration are provided. Printed and audiovisual materials are also listed. (BP)

**ED 113 152** SE 019 635Suydam, Marilyn N., Ed. Osborne, Alan R., Ed. **Algorithmic Learning.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date [75]

Note—194p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$3.75)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Algorithms, Cognitive Processes, Elementary Secondary Education, Instruction, \*Learning, Learning Theories, \*Literature Reviews, \*Mathematics Education, Memory, \*Research, Teaching Methods

Identifiers—\*Algorithmic Learning

This volume contains a series of papers on algorithmic learning. Included are six reviews of research pertaining to various aspects of algorithmic learning, six reports of pilot experiments in this area, a theoretical discussion of "The Conditions for Algorithmic Imagination," and an annotated bibliography. All the papers assume a common definition of algorithmic learning as "the process of developing and/or applying methods or procedures, i.e., algorithms, with the goal of learning-how-to-learn." A common definition of algorithm is also used. Topics covered by literature reviews include algorithmic processes for cognition, algorithms and hierarchies, conceptual bases for the learning of algorithms, interference with the learning of algorithms, algorithmic problem solving, and algorithms and mental computations. Research papers report on studies related to algebra (3), arithmetic (2) and the use of desk calculators (1). The authors conclude that there are many open researchable questions in the area of algorithmic learning. (SD)

**ED 113 153** SE 019 637**Air Sampling Instruments for Evaluation of Atmospheric Contaminants. Fourth Edition.**

American Conference of Governmental Industrial Hygienists, Cincinnati, Ohio.

Pub Date 72

Note—500p.

Available from—American Conference of Governmental Industrial Hygienists, P. O. Box 1937, Cincinnati, Ohio 45201 (\$12.50)

**Document Not Available from EDRS**

Descriptors—\*Air Pollution Control, \*Environment, \*Instrumentation, Measurement, \*Measurement Techniques, Pollution, \*Technical Reports, Technological Advancement

This text, a revision and extension of the first three editions, consists of papers discussing the basic considerations in sampling air for specific purposes, sampler calibration, systems components, sample collectors, and descriptions of air-sampling instruments. (BT)

**ED 113 154** SE 019 638**Activities. A Collection of Things to Do at the Environmental Learning Center, Isabella, Minnesota.**

Environmental Learning Center, Isabella, Minn.

Pub Date [75]

Note—119p.; Occasional marginal legibility

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Curriculum Guides, \*Elementary Secondary Education, \*Environmental Education, \*Instructional Materials, Learning Activities, Natural Resources, Outdoor Education, Resident Camp Programs, \*Science Education, Student Projects, \*Teaching Guides

A collection of activities used successfully at the Environmental Learning Center in Isabella, Minnesota, are contained in this guide. Areas of study are perception and communication, mapping, weather, snow, soil, aquatics, trees, and animals. Within these areas is a number of related activities, each to be adapted to the appropriate grade level. The exercises contain a brief description with a statement of purpose. Equipment checklists indicate what the center furnishes, and what you are expected to provide. Procedures explain specifically how to go about each activity. A series of discussion questions serve as a follow up to the exercises. The lessons provide a degree of flexibility, so that they can be used when designing a resident program, or modified to accommodate individual or group needs. A number of the activities suggest the use of activity cards which can be reproduced from the lesson sample. Notebooks are also indicated as being important in most areas. Included in the appendix is a detailed account of available equipment at the center, including those items for camping, recreation, measuring, optics, astronomy, terrestrial needs, aquatic needs, test kits, and audiovisual aids. The bibliography contains a collection of materials used to develop environmentally oriented lessons. (BP)

**ED 113 155** SE 019 644

Ogle, John W. Meek, Cleo M.

**Mathematics Goals and Activities: K-6. Part 2. Operations and Mathematical Sentences.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Mathematics.

Report No.—Pub-437

Pub Date 71

Note—202p.; marginal legibility due to colored background. For related volumes, see ED 048 148 and SE 019 645

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Basic Skills, Curriculum, Elementary Education, \*Elementary School Mathematics, Instruction, Instructional Improvement, \*Learning Activities, \*Mathematical Concepts, Objectives

This book is the second in a three-volume set prepared to assist elementary-school teachers in the improvement of mathematics instruction. Each volume begins with a scope-and-sequence chart which assigns topics to seven levels. In later sections at least one objective is defined for each topic, and a series of activities related to objectives is described. The content of this volume is operations and mathematical sentences. Other volumes in the series are devoted to sets and numbers (part 1) and geometry, measurement, graphs, and scale drawing (part 3). (SD)

**ED 113 156** SE 019 645

Ogle, John W. Meek, Cleo M.

**Mathematics Goals and Activities: K-6. Part 3. Geometry, Measurement, Graphs and Scale Drawings.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Mathematics.

Report No.—Pub-445

Pub Date 72

Note—202p.; marginal legibility due to colored background. For related volumes, see ED 048 148 and SE 019 644

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Curriculum, Elementary Education, \*Elementary School Mathematics, Geometric Concepts, \*Geometry, Graphs, Instruction, Instructional Improvement, \*Learning Activities, \*Measurement, \*Objectives, State Departments of Education

This book is the third in a three-volume set prepared to assist elementary-school teachers in the improvement of mathematics instruction. Each volume begins with a scope-and-sequence chart which assigns topics to seven levels. In later sections at least one objective is defined for each topic, and a series of activities related to objectives is described. The content of this volume is geometry, measurement, graphs, and scale drawing. Other volumes in the series are devoted to sets and numbers (part 1) and operations and mathematical sentences (part 2). (SD)

**ED 113 157** SE 019 661

Allen, Layman E.

**Resource Allocation Games: A Priming Game for a Series of Instructional Games (The POE Game).**

Pub Date Oct 72

Note—24p.; Paper presented at the Annual Symposium of the National Gaming Council (11th, Baltimore, Maryland, October 5-7, 1972)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Activity Learning, Classroom Games, \*Games, Game Theory, Junior High Schools, \*Mathematical Enrichment, Mathematics Education, Problem Solving, Secondary Education, \*Secondary School Mathematics

Identifiers—\*POE Game

This paper describes in detail the paper-and-pencil POE (Pelham Odd 'R Even) game, in which units of space are the allocated resources. The game is designed to provide an introduction to the rule structure common to the games of EQUATIONS, WFF 'N PROOF, and ON-SENTS & NON-SENTS. Techniques of playing POE, including goals, solutions, moves, scoring and variations of the game, are included. (JBW)

**ED 113 158** SE 019 662

Allen, Layman E. Ross, Joan

**Instructional Gaming as a Means to Achieve Skill in Selecting Ideas Relevant for Solving a Problem.**

Pub Date [74]

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Activity Learning, Classroom Games, Decision Making, \*Games, Game Theory, Junior High Schools, Mathematical Enrichment, Mathematics, \*Problem Solving, \*Research, Secondary Education, \*Secondary School Mathematics

Identifiers—\*Instructional Math Play Kits

Two pilot studies investigated the effects of using Instructional Math Play (IMP) Kits, pamphlets with which individuals may play the mathematical game EQUATIONS against a computer program. Twenty-nine junior high students in a high-ability mathematics class completed varying numbers of the kits in five 48-minute sessions during a two-week period; ten selected junior high school mathematics teachers worked through the entire series during a two-and-one-half month period. Pre- and post-tests were designed to evaluate subjects' ability (1) to detect the relevance of a particular idea for solving a problem, and (2) to evaluate a mathematical expression involving that idea. Both groups made significant increases. A significant amount of "unencountered learning" was noted. It was suggested that significant effects may be anticipated with less competent subjects than those involved in the pilot study. (Author/JBW)

**ED 113 159** SE 019 663

Allen, Layman E. Main, Dana B.

**The Effect of Instructional Gaming upon Absenteeism: The First Step.**

Pub Date [73]

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**



Descriptors—Activity Learning, Affective Behavior, \*Attendance Patterns, \*Attitudes, Classroom Games, Games, \*Game Theory, Grade 7, Grade 8, Junior High Schools, Learning Motivation, \*Mathematical Enrichment, Mathematics Education, Problem Solving, \*Research, Secondary Education, \*Secondary School Mathematics

Identifiers—EQUATIONS Game, Research Reports

This study focuses on the affective dimension of learning as influenced by a learning environment organized around instructional gaming. Experimental and control classes of seventh- and eighth-grade students taught by the same teachers for both semesters participated in the 1972-73 study. The experimental learning environment contained three components in addition to regular mathematics instruction: (1) the mathematics game EQUATIONS; (2) a twice-a-week tournament; and (3) the organization of the classes into teams. The student absentee rates were selected as the measure of students' attitudes toward the learning environments. Results indicated: (1) the mean absentee rate in nongame classes was significantly higher than in game classes; (2) the mean absentee rate of students switched from first term game classes to second term nongame classes was significantly greater in the second term; (3) the evidence for a carryover effect of participation in a games class for one term in lessening absenteeism in a nongame class in the second term was tenuous. (Author/JBW)

ED 113 160 SE 019 664

Main, Dana B. Plant, Mark  
Resource Allocation Games as the Environment for Evaluation.

Pub Date 1 Mar 73

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, March 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Classroom Games, Cognitive Development, \*Game Theory, \*Logic, Mathematical Logic, Mathematics Education, \*Problem Solving, \*Research Tools, Secondary Education, \*Secondary School Mathematics, Set Theory

Identifiers—\*EQUATIONS Game

This paper directs attention to the use of the EQUATIONS game as a research tool to study certain kinds of mathematical behavior, for example, the kinds of mathematical problems which players prefer to consider and to force their opponents to consider. Mathematical equations that meet certain game rule constraints constitute a problem space. A resource is a component of these equations, i.e., digits and operations symbols. Allocating resources is performed by a player's move within the well defined limits of game rules which may have the effect of altering the problem space. In this paper, forms of the mathematics game EQUATIONS are described and analyzed. Player strategy is analyzed, and the relevance of that analysis to the study of mathematical behavior is discussed. (Author/JBW)

ED 113 161 SE 019 665

Main, Dana B. Ross, Joan  
Experimental Games as an Unobtrusive Probe in Playing EQUATIONS.

Pub Date May 74

Note—5p; Paper presented at the International Simulation and Gaming Association (Technical University Berlin - West Germany, May 1974). Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—\*Activity Learning, Classroom Games, \*Games, Game Theory, Junior High Schools, \*Mathematical Enrichment, Mathematics Education, Problem Solving, \*Research, \*Secondary School Mathematics

Identifiers—Research Reports

In February and May 1973, experimental forms of the mathematics game EQUATIONS were used in two seventh-grade classes which had been participating twice a week in EQUATIONS tournaments since the previous September. The purpose of the experimental games was to gain information as to the kinds of mathematical ideas players choose to concern themselves with during

the course of playing EQUATIONS. The study addressed two questions: (1) What is the change in the proportion of games in which simpler solutions are extinguished before the more advanced solutions? and (2) What is the change in the proportion of students correctly using solutions with more advanced concepts to sustain the burden of proof? The analysis indicated that as students acquired more advanced mathematical concepts they were willing to apply them in the classroom tournament setting. An increase also occurred in the proportion of players correctly using the more advanced concepts when previous plays of the game allowed it. (Author/JBW)

ED 113 162 SE 019 666

Main, Dana B. Jakubowski, Diane  
Student Opinions of EQUATIONS Tournaments.

Pub Date Oct 74

Note—13p; Paper presented at the Annual Symposium of the National Gaming Council (13th, Pittsburgh, Pennsylvania, October 8-10, 1974). Best Copy Available; Occasional Marginal Legibility

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Activity Learning, Classroom Games, \*Games, Game Theory, Junior High Schools, \*Mathematical Enrichment, Mathematics Education, Middle Schools, Problem Solving, \*Research, \*Secondary School Mathematics, Student Opinion

Identifiers—Research Reports

A survey was conducted with 104 seventh-grade students in four classrooms participating in EQUATIONS tournaments. The tournaments had been taking place on a weekly-basis for several weeks. The study compares four basic pedagogical assumptions behind the tournament structure with student opinion of the tournaments. Student responses to the survey were analyzed in the form of frequency and percents of alternate responses and with chi square tests. It was concluded that students view their place in the tournament hierarchy as reflecting their ability, but they are willing to meet stiffer competition. They view winning as being under their control. The assumptions behind tournament structure for EQUATIONS appear to be consistent with student opinions of the EQUATIONS tournament. (Author/JBW)

ED 113 163 SE 019 667

Allen, Layman E. Ross, Joan  
Improving Skill in Applying Mathematical Ideas: A Preliminary Report on the Instructional Gaming Program at Pelham Middle School in Detroit.

Pub Date Oct 74

Note—13p; Paper presented at the Annual Symposium of the National Gaming Council (13th, Pittsburgh, Pennsylvania, October 8-10, 1974). Occasional small type used in charts

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Activity Learning, Classroom Games, \*Games, Junior High Schools, Mathematical Enrichment, Mathematics Education, Instruction, Middle Schools, \*Problem Solving, \*Research, \*Secondary School Mathematics

Identifiers—Michigan (Detroit), Pelham Middle School, Research Reports

Performance of 237 students in ten eighth-grade mathematics classes was assessed to measure their ability to solve (1) problems which involve only computation, and (2) problems which involve computation and recognition of the relevance of a particular mathematical idea indispensable to the solution of the problem. Pretest and/or posttest data were collected for five different sets of experimental conditions represented in the ten classes. The effects of the various sets of experimental conditions were measured by two different forms of two specially constructed tests. The study provides strong support for the proposition that skills in applying mathematical ideas can be improved by learning procedures that are rich in opportunities for application at appropriate levels of complexity for each student. (Author/JBW)

ED 113 164 SE 019 668

Bending and Stretching.  
Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Pub Date [69]

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Discovery Learning, Elementary Education, \*Elementary School Mathematics, \*Mathematical Concepts, Mathematics Education, Networks, Pattern Recognition, Serial Ordering, \*Topology, \*Workbooks

This 19-page workbook presents the elementary student with topological concepts through sequences of pictures with related questions. Generally the questions ask, "How are the pictures different?" and "How are they the same?" Several topological concepts are presented in this manner: connectivity, number of holes, closed and open curves, networks, and serial order. (SD)

ED 113 165 SE 019 669

Shah, Sair Ali

Topological Equivalence of Objects. Teacher's Guide for Use with Stretching and Bending. Working Paper No. 18a.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—Center No-5-0250; WP-18a

Pub Date Oct 69

Contract—OEC-6-10-061

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Activity Learning, Curriculum, Elementary Education, \*Elementary School Mathematics, \*Experimental Curriculum, Learning, \*Mathematical Concepts, \*Mathematics Education, Primary Education, \*Topology

The notions of topological equivalence for one-, two-, and three-dimensional figures, as well as for graphs and networks, are developed for classroom use with children between the ages of three and ten. Properties of open and closed curves are also examined. This manual, addressed to the teacher, describes several activities related to each concept to be introduced. In order to implement this material, the teacher would need plastic clay, colored beads, and wire or pipe cleaners for each student. (SD)

ED 113 166 SE 019 670

Measurement with Metric. A Resource Handbook. Field Test Version.

Oregon State Dept. of Education, Salem.

Pub Date 75

Note—48p; occasional marginal legibility

Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Activity Learning, Higher Education, Instructional Materials, Laboratory Procedures, \*Mathematics Education, \*Measurement, \*Metric System, State Departments of Education, \*Teacher Education, Teaching Guides, \*Teaching Methods

This handbook, prepared in field-test version, is intended to provide in-service teachers with "guidance in the development of the basic concepts of measurement." The basic assumption on which this guidance is based is that "hands-on" experience is the most appropriate method of teaching metric measurement. An additional premise is that students should learn to think in the metric system, and not to convert from the English to the metric system. The handbook is divided into five sections. After the rationale for teaching the metric system is presented in part one, a variety of activities for teachers' use in developing pre-measurement and measurement skills is described in part two. Section three is designed to aid in the planning and conducting of metric workshops, and section four, on implementation, describes materials needed. A glossary of terms and a bibliography comprise section five. (SD)

ED 113 167 SE 019 671

White, Ruth M.

A Process Approach to Learning Arithmetic "First Year."

Allegheny County Schools, Pittsburgh, Pa. Exceptional Children's Program.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—126p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

**Descriptors**—Arithmetic, Basic Skills, Curriculum, Curriculum Guides, \*Elementary School Mathematics, Grade 1, \*Learning Activities, \*Low Achievers, Mathematics Education, \*Number Concepts, Primary Education, \*Special Education, Worksheets

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This curriculum guide was developed for low achievers and students needing special programs in first-grade mathematics. Modeled after the "Science-A Process Approach" curriculum, the program consists of an integrated series of learning activities. Master worksheets for recommended activities are included in the guide. The curriculum is divided into ten units. The first unit deals with the concept of numerosity and with the first three (whole) numbers. Subsequent units each deal with a single whole number. Activities involve printing the numeral as well as associating the numeral with appropriate sets. A list of objectives and pre- and post-tests are provided for each unit. (SD)

**ED 113 168** SE 019 672

Wallace, Jesse D.  
Going Metric...PAL (Programmed Assigned Learning).  
Pub Date 74  
Note—41p.

Available from—Dr. Jesse D. Wallace, 1078 East 5th Avenue, Chico, Calif. 95926 (14 copies, \$2.25 ea., 5 or more copies, \$1.75 ea.)

**Document Not Available from EDRS**

**Descriptors**—Adult Education, Mathematical Applications, \*Measurement, \*Metric System, \*Programed Instruction, Secondary Education, \*Secondary School Mathematics, Vocabulary, \*Workbooks

This 41-page programed booklet is intended for use by students and adults. It introduces the metric units for length, area, volume, and temperature through a series of questions and answers. The advantages of the metric system over the English system are discussed. Conversion factors are introduced and several applications of the metric system in everyday situations, scientific problems, and manufacturing areas are explored. (SD)

**ED 113 169** SE 019 673

Montgomery, Mary E. Whitaker, Donald R.  
**Report of the Coordinators' Training for Large Scale Field Testing of Developing Mathematical Processes. Technical Report No. 296.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-296

Pub Date Jan 75

Contract—NE-C-00-3-0065

Note—135p.; Report from the Project on Analysis of Mathematics Instruction

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Coordination, \*Coordinators, \*Educational Programs, Elementary Education, \*Elementary School Mathematics, \*Evaluation, Instructor Coordinators, Management Development, Mathematics Education, Professional Training, Program Descriptions, Supervisory Training

**Identifiers**—\*Developing Mathematical Processes, DMP, Wisconsin R and D Center for Cognitive Learning

This report describes a 1972-73 field test regarding the development of procedures and materials for training coordinators to implement the Developing Mathematical Processes (DMP) program. DMP is a research-based, elementary school mathematics program under development at the Wisconsin Research and Development Center for Cognitive Learning. To conduct this field test, school district coordinators who would use the developmental edition of DMP Levels 1-4 (K-2) were identified, trained, and followed throughout the year. Information was also gathered from teachers on the usability of DMP materials and is included in this report. A brief summary of the 1973 and 1974 training programs for coordinators and the process of revising the Coordinators Manual are included. Changes in procedures and materials are suggested throughout the report. (Author/JBW)

**ED 113 170**

Waters, William Meade, Jr.

**Report on a Study to Determine the Effect of Knowledge of Recursive Definitions upon Subsequent Application of the Principle of Mathematical Induction.**

North Carolina State Univ., Raleigh. Dept. of Mathematics and Science Education.

Pub Date Jun 73

Note—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Achievement, Analysis of Variance, Comparative Analysis, \*Inductive Methods, \*Instruction, \*Learning, Mathematics Education, Number Concepts, Programed Instruction, \*Research, Secondary Education, \*Secondary School Mathematics

**Identifiers**—\*Principle of Mathematical Induction, Research Reports

The objective of the study was to determine the effect which a unit dealing with recursive definitions would have on students' achievement in applying the principle of mathematical induction (PMI). Twenty-four secondary school students were randomly assigned to control and experimental groups. Students in the control group studied programmed units of the PMI program first and then programmed units on the recursive definition program. This procedure was reversed by the experimental group. Data were obtained from a posttest and a subsequent retention test. A 2 x 2 analysis of variance was used to analyze data. Changes in score were analyzed using "t" tests. The study indicates that it makes little difference whether a unit on recursive definitions precedes or follows a unit on the PMI. (Author/JBW)

**ED 113 171**

SE 019 677

**Chemistry: Experiments, Demonstrations and Other Activities Suggested for Chemistry.**

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 75

Note—378p.

Available from—Publications Distribution Unit, Room 169, Education Building, Albany, N.Y. 12224 (\$1.50 to residents of New York State; free copies are available to New York State school personnel when ordered through a school administrator)

**EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage**

**Descriptors**—\*Chemistry, \*Curriculum, \*Instructional Materials, \*Science Activities, Science Education, Science Materials, Secondary Education, \*Secondary School Science

This publication is a handbook used in conjunction with the course of study in chemistry developed through the New York State Education Department and The University of the State of New York. It contains experiments, demonstrations, and other activities for a chemistry course. Areas covered include the science of chemistry, the atomic structure of matter, solutions, metals and metallurgy, non-metals, ionization, acids, bases and salts, organic chemistry, nuclear energy, and reaction principles. Suggestions are included in the appendices relating to visual aids, planning field trips, preparing reports, suggested readings and facts related to equipment and supplies. General references and bibliographical data are included. (EB)

**ED 113 172**

SE 019 682

Klus, John P. Jones, Judy A.

**Engineers Involved in Continuing Education: A Survey Analysis.**

American Society for Engineering Education, Washington, D.C.

Pub Date 75

Note—102p.

Available from—American Society for Engineering Education, One Dupont Circle, Suite 400, Washington, D.C. 20036 (\$5.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Adult Education, Educational Research, Engineering Education, \*Engineers, Occupational Surveys, \*Professional Continuing Education, Professional Occupations, Science Education, Statistical Surveys, \*Surveys

**Identifiers**—Research Reports

This work is one of a series of monographs on the improvement of engineering education. This particular study was designed to determine: (1)

the extent of individual engineers' involvement in continuing education; (2) factors pertaining to job success; and (3) what relationships may exist between the two. The population surveyed included all persons with a bachelor's or higher degree in engineering who were working in an engineering area. Data were obtained by means of a questionnaire. Six factors related to an engineer's success were chosen as dependent variables: (1) years with present company; (2) present job satisfaction; (3) salary increases and promotions; (4) salary with respect to age; (5) salary with respect to job responsibilities; and (6) salary with respect to age and job responsibilities. A list of independent variables were chosen to indicate two types of continuing education: those types which can be measured by participation in programs, and other types which are highly individualized and cannot be measured by participation in programs. Chi square statistics revealed 21 significant relationships between the dependent and independent variables; these findings are discussed at length in the report. Also included are the questionnaire, accompanied by its cover letter, and complete tabulations of individual questionnaire item results. (MLH)

**ED 113 173**

SE 019 683

Grayson, Lawrence P., Ed. Biedenbach, Joseph M., Ed.

**Teaching Aids in the College Classroom.**

American Society for Engineering Education, Washington, D.C.

Pub Date 75

Note—137p.

Available from—American Society for Engineering Education, One Dupont Circle, Suite 400, Washington, D.C. 20036 (\$5.00)

**Document Not Available from EDRS**

**Descriptors**—\*Audiovisual Aids, College Instruction, \*Computers, Educational Television, Higher Education, \*Instructional Aids, Magnetic Tape Cassette Recorders, \*Microforms, \*Resource Guides, Science Education, Slides, Transparencies

**Identifiers**—Pocket Calculators

This book was written for the instructor who is interested in improving and enriching his teaching by the use of devices that are readily available and can be afforded by most colleges and universities. The chapters describe a variety of teaching aids and how they can be used in education, and give information on how one can prepare his own audio and visual materials in a variety of formats. Representative costs are provided whenever possible. Each of the chapters has been written by one or two people who are thoroughly familiar with and highly experienced in the teaching aid described. The book includes the following topics: chalkwork, overhead transparencies, cassettes and abuses of slides in teaching, audio tape cassettes, use of television for presentation, pocket calculators, computers, and microforms in education. (MLH)

**ED 113 174**

SE 019 684

**Research Teaching and Training in Demography.**

A Directory of Institutions in the ECAFE Region. Asian Population Studies Series No. 8, Supplement No. 1.

United Nations Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand).

Report No.—E-CN.11-1007-Add.1

Pub Date 74

Note—152p.; For the 1972 directory, see ED 079 164

Available from—Clearinghouse and Information Section, Population Division, ESCAP, Sala Santhitah, Bangkok 2, Thailand/Sales Section, United Nations, New York, N.Y. 10017

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Curriculum, \*Demography, \*Directories, Environmental Education, \*Foreign Countries, \*Institutions, \*Population Education, Professional Personnel, Research Utilization, Teacher Education

**Identifiers**—Asia, Far East

This document serves as a supplement to the 1972 directory of research, teaching, and training institutions in demography in the region of the Economic Commission for Asia and the Far East. Classified alphabetically by country, each institution's name address, person in charge, official title, first year of research/teaching in demography, professional staff, research projects, curricula, and publications are given. Professional staff data include the individual's sex, year of birth, subject

profession, main courses taught, mother tongue, and other languages known. The research projects are defined by title, director(s), completion data, aim and area of research. Publications stemming from the research are given. The area of curricula specifies the existence of an international exchange program, language(s) used in teaching demography, entrance requirements, diploma offered, related courses and hours. The introductory index provides an alphabetical listing of the countries and teaching institutions for which information has been provided. Directory reference numbers beside each institution indicate where items have been added or amended. New entries are indicated with an asterisk beside the reference numbers. An additional index provides amendments of institutions for which sufficient information was not available or whose programs had not begun. (BP)

# ED 113 175 SE 019 685

**Population Periodicals. A Directory of Serial Population Publications in the ESCAP Region. Asian Population Studies Series No. 17.**

United Nations Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand). Report No.—E-CN.11-1176

Pub Date 74

Note—116p.; The Country Index and Subject Index were printed on colored paper and may reproduce marginally

Available from—Clearinghouse and Information Section, Population Division, ESCAP, Sala Santhitah, Bangkok 2, Thailand/Sales Section, United Nations, New York, N.Y. 10017 (IX ISSN 0066-8451)

# EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Bibliographies, Demography, \*Directories, Environmental Education, \*Foreign Countries, Indexes (Locators), \*Information Retrieval, \*Periodicals, \*Population Education, Resource Materials

Identifiers—Asia, Far East

This publication has been prepared for government personnel, research workers, librarians/documentalists, teachers, and students. Contained within the directory are materials published in the Economic and Social Commission for Asia and the Pacific (ESCAP) region on population-related topics. The publication is arranged in four sections. The user's guide contains 21 keys, explaining the organization of the directory. A country index and subject index are included as a cross reference to the alphabetical title listing. The former is arranged alphabetically by country, with percentage, type of available population materials, and periodical entry numbers. Topics within the subject index are population projections, ecology, family planning, labor force, migration, mortality, population problems in legislation, rural population, urbanization, and vital statistics. Countries and accompanying entry numbers are found under each heading. The main section of the directory is the alphabetical title listing. Data elements for each title include the type, form, city, year, and language of publication, International Standard Serial Number (ISSN), periodicity, subscription address, pages, circulation, price, distribution, and microfilm availability. This directory serves as a resource in preparation for literature, and establishing a program for systematic acquisition of materials. (BP)

# ED 113 176 SE 019 687

**The ASEP Bibliography.**  
Australian Science Education Project, Toorak, Victoria.

Pub Date 75

Note—62p.

Available from—Curriculum Development Centre, 450 St. Kilda Road, Melbourne, Victoria 3004, AUSTRALIA

# EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographies, Curriculum, Information Sources, Instructional Materials, \*Library Material Selection, Science Course Improvement Project, Science Education, \*Science Materials, Secondary Education, \*Secondary School Science

Identifiers—\*Australian Science Education Project (ASEP)

This bibliography includes science materials which related to curricula produced by the Australian Science Education Project (ASEP). ASEP has developed 41 separate science units for junior secondary students, 6 service booklets, and a

comprehensive handbook for teachers called "A Guide to ASEP." The purpose of the bibliography is twofold: to help libraries determine reference needs resulting from the introduction of ASEP materials into schools, and to provide teachers who are using ASEP materials with a comprehensive reference list so that they can identify their own library needs. It is also hoped that such a bibliography will be useful to other teachers who are developing their own junior science materials. The entries in the bibliography are organized according to the subject content of the 41 ASEP science units and include science books, sourcebooks, journal articles, and non-ASEP curriculum materials. (Author/MLH)

# ED 113 177 SE 019 688

Willes, James R., Comp. Lampert, Harlan, Comp.

**Elementary School Science Experimental Projects—Annotated Bibliography. Revised.**

Colorado Univ., Boulder. Bureau of Educational Field Services.

Pub Date Jul 75

Note—51p.; Not available in hard copy due to marginal legibility of original document

Available from—Bureau of Educational Field Services, University of Colorado, Boulder, Colorado 80302 (\$1.50)

# EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Achievement, \*Annotated Bibliographies, \*Curriculum, \*Elementary School Science, Instruction, Learning, Science Course Improvement Project, \*Science Courses, \*Science Curriculum, Science Education, Teacher Education

This bibliography relates the various experimental studies done in elementary school science. Every attempt was made to provide a bibliography that is as comprehensive as possible. Only a selected number of the publications put out by the projects themselves are listed. Bibliographical information is provided for obtaining a continuous source of information for any project included. The address of each project headquarters is found at the beginning of each section. Where there are commercial publishers of the materials, these addresses are also given. The publication also presents a general section which includes publications relating to the new science in a general way but which cannot be grouped under any specific program. The section is divided into seven categories: (1) curriculum; (2) environmental education; (3) science and other subjects; (4) psychological foundations; (5) teacher education; (6) teaching ideas; and (7) miscellaneous (research, facilities, implementation, etc.). (Author/EB)

# ED 113 178 SE 019 691

**Situation Report [—Fiji, Indonesia, Israel, and Philippines].**

International Planned Parenthood Federation, London (England).

Pub Date Apr 75

Note—31p.; Contains broken type; best copy available

# EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Community Information Services, \*Consultation Programs, Contraception, Demography, \*Family Planning, Foreign Countries, \*Information Services, International Programs, Population Education, Population Growth, \*Population Trends, Programs, Referral, Resource Materials, Social Welfare, \*Statistical Data

This is a series of four situation reports prepared by the International Planned Parenthood Federation for informational and consultative purposes. The countries reported on are Fiji, Indonesia, Israel, and the Philippines. Some of the latest statistical figures for each country are listed. They are area, population and growth rate, birth, death, and infant mortality rate, fertile women (15-44), population under 15, urban population, gross national product per capita per growth rate, and population per doctor and per hospital bed. Other general information presented concerns the ethnic groups, language, religion, economy, communications/education, and medical services of the four countries. A more detailed account is provided on the topic of family planning. Goals of the organization, legislation, associations and addresses, services, education research, and special projects are reported. Sources encompassing references and foreign assistance are also mentioned. (BP)

# ED 113 179 SE 019 693

Mitchell, Leonard Goodman, Joel

**Marine Technician Training and Employment: A**

**Current Overview and Assessment. Summary.**

Delaware Univ., Newark. Coll. of Marine Studies. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—DEL-SG-14-74

Pub Date 74

Note—156p.; Occasional small type used in tables

Available from—University of Delaware, College of Marine Studies, Newark, Delaware 19711 (\$2.50)

# EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Career Planning, Curriculum, \*Educational Programs, Engineering, Higher Education, Manpower Needs, \*Marine Biology, \*Marine Technicians, Ocean Engineering, \*Oceanology, Science Education, \*Technical Education

Identifiers—\*Sea Grant Program

This publication is designed to provide guidelines for future program management decisions and is based on data from three sources: research into the nature and development of emerging training programs and supply/demand relationship for technician occupations in the marine sciences; site visits with directors and staff of such training programs and with employers of their graduates; and workshops to allow and observe interaction between professionals closely associated with marine technician training. Four recommendations are presented, following an assessment of the data. Appendices include bibliographical data related to training program director workshops and marine technician training programs. Samples of training program curricula are presented. References are included. (Author/EB)

# ED 113 180 SE 019 702

**Science Education Newsletter No. 27.**

British Council, London (England). Science Dept.

Pub Date May 75

Note—23p.

# EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Curriculum, \*International Education, \*Mathematics Education, \*Newsletters, Program Descriptions, Publications, \*Science Education

Identifiers—Africa, \*Great Britain, South America

This newsletter briefly describes activities, projects, and publications in the areas of science education, mathematics education, and general educational in Great Britain. Short articles on activities in Ghana, West Africa, the Caribbean, and Argentina are included along with descriptions of ten other international activities. (EB)

# ED 113 181 SE 019 703

**Current Activities and the Task Ahead. Report of the National Science Foundation PES/MIDS Project Directors Meeting (Airlie House, Warrenton, Virginia, September 13-15, 1974).**

American Association for the Advancement of Science, Washington, D.C.; National Science Foundation, Washington, D.C. Div. of Pre-College Education in Science.

Pub Date Sep 74

Note—80p.

# EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Conference Reports, \*Curriculum Development, \*Curriculum Evaluation, Curriculum Planning, \*Curriculum Research, Integrated Curriculum, Reports, Science Curriculum, Science Education, Sciences, \*Secondary Education

Identifiers—\*National Science Foundation, NSF

Presented is a report that includes condensations of papers presented on interdisciplinary curricula, evaluation and dissemination and of the reactions to these papers. The full papers and reactions are in the appendix. The report also includes the highlights of discussion sessions at which small groups reported. The final section summarizes the recommendations on future directions for pre-college science education that were made by small discussion groups and presented by a panel in the final session of a meeting of curriculum developers. The meeting was arranged by the staff of the Materials and Instruction Development Section of the Division of Pre-College Education in Science of the National



Science Foundation. Papers presented related to such topics as: (1) Science, Schooling and Society: The Search for an Integrated Curriculum; (2) Pragmatism—The Key to Changing Schools in the Seventies; and (3) Value Systems, Approaches, and Accountability (a reaction to another author's paper on evaluation and curriculum development). (Author/EB)

**ED 113 182** SE 019 704

**National Sample of Scientists and Engineers: Participation in National Programs and Changes in Educational Attainment, 1972-74. Science Resources Studies Highlights, August 5, 1975.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-75-317

Pub Date 5 Aug 75

Note—4p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Demography, \*Engineers, Federal Aid, Manpower Needs, \*Science Careers, Science Education, Scientists, \*Surveys  
Identifiers—National Science Foundation, NSF

In 1972 and 1974, the Bureau of the Census, with support of the National Science Foundation, conducted surveys of 50,000 scientists and engineers. The sample represented 1.4 million individuals who had been identified as scientists or engineers on the basis of a set of criteria which included occupation, personal identification, and major subject of highest degree. For this study, topics surveyed included: areas of major interest, sources of funding for projects, level of highest degree, and amount of supplementary training. (CP)

**ED 113 183** SE 019 705

**Defense, Space, and Energy Account for Most of Record Increase in Federal R&D Total in FY 1976. Science Resources Studies Highlights, August 25, 1975.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-75-320

Pub Date 25 Aug 75

Note—4p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Federal Aid, Newsletters, Research, Research and Development Centers, \*Research Utilization, Science Education, Science Programs, \*Sciences, \*Scientific Research

Identifiers—National Science Foundation, NSF

Presented are data taken from a forthcoming report, *An Analysis of Federal Research and Development (R&D) Funding by Function, Fiscal Years 1969-76*. The 14 function categories were chosen to make visible the most important R&D objectives in the 1976 budget. Data are additive to 100 percent, and thus each program appears only under a function that embraces its primary purpose and not under headings that relate to secondary purposes. Among the 14 functions those that reflect noted increases are national defense, space, energy, and the education function. Both tabulated and descriptive data are presented. Other functions listed and discussed include: the health function, registering a 12 percent decline; the environment function, which is having one of its highest growth rates; science and technology, showing study growth; natural resources; and transportation and communication. The two largest programs making up four-fifths of the function total are NSF's Scientific Research Project Support and ERDA's physical research program. (Author/EB)

**ED 113 184** SE 019 707

**Reviews of Data on Science Resources, No. 23. R&D Expenditures of State Public Institutions, Fiscal Year 1973.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-75-311

Pub Date May 75

Note—13p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.35)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Expenditures, \*Federal Aid, Newsletters, \*Research, Research and Development Centers, Science Education, \*Sciences, Scientific Research, \*State Federal Support  
Identifiers—National Science Foundation, NSF

Presented is a summary of the Research and Development (R&D) expenditures of state public institutions for the fiscal year 1973. A comparison is presented in graph form of these expenditures for the fiscal years 1964, 1968, and 1973. A review, with comparison figures, is given related to distribution of R&D expenditures of state government agencies and state universities and colleges, by character of work (basic research, applied research, and development) and by field of science (life sciences, engineering, social sciences, physical sciences, and others). A table showing the distribution of R&D expenditures of state public institutions as compared with other state indicators (population, personal income, and total state government general expenditures) for fiscal year 1973 is presented. Other tables show comparison of R&D expenditures by state and performer, by state and source of funds, by state and character of work, and by state and field of science. (EB)

**ED 113 185** SE 019 709

**Ricker, Kenneth S.**

**ESC 399 Module I. Utilization of Science Equipment.**

Pub Date 70

Note—35p.; Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—Behavioral Objectives, Elementary School Teachers, \*Equipment Utilization, Higher Education, Instructional Materials, \*Methods Courses, \*Preservice Education, \*Science Education, Science Teachers, \*Teacher Education, Units of Study (Subject Fields)

Identifiers—Georgia (Athens), University of Georgia

Presented is a trial version of a teaching module which is part of a Modular Methods Course in the Elementary School Science Education at the University of Georgia. The general and specific performance objectives are presented as well as an outline syllabus of learning activities designed to help in the achievement of these objectives. Topics presented in this module relate to equipment and its use in the study of electricity, magnetism, and the use of the microscope. Materials needed and directions for the use of these materials are presented with each activity. (EB)

**ED 113 186** SE 019 710

**Capie, William R.**

**Elementary Science Methods—A Modular Approach. GEM Bulletin 71-2.**

Georgia Univ., Athens. Dept. of Science Education.

Pub Date 71

Note—77p.; Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Curriculum Development, \*Elementary School Teachers, Higher Education, \*Preservice Education, Program Descriptions, \*Science Education, \*Teacher Education, Teacher Education Curriculum

Identifiers—Georgia (Athens), University of Georgia

This is one of a series of publications designed to describe the development, evaluation and implementation of a model teacher education program for the preparation of elementary teachers. The method of program development described was introduced at the University of Houston, Texas, in 1969-70, but modified to fit the needs of the teacher education program at the University of Georgia. The philosophy, the developmental stages (including a master flow chart for prospective primary teachers), and objectives are presented. Reinforcement skills are suggested and described. Student reactions to, and evaluations of, the course are included. (EB)

**ED 113 187** SE 019 732

**Hegelson, Stanley L., Ed. Blosser, Patricia E., Ed.**

**Investigations in Science Education, Vol. 1, No. 3. Expanded Abstracts and Critical Analyses of Recent Research.**

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 75

Note—71p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription, \$6.00, \$1.75 single copy)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Abstracts, \*Educational Research, Research, Researchers, \*Research Methodology, \*Research Skills, \*Science Education

This third issue of INVESTIGATIONS IN SCIENCE EDUCATION (ISE), designed to provide a new perspective for viewing research articles and to aid in the improvement of writing research reports, includes abstracts prepared by science educators, bibliographical data, purpose, rationale, research design and procedure, findings and interpretations as well as detailed notes offered by the abstractor. Articles included in ISE are selected primarily from such sources as professional journals and reports of government-funded projects. Abstracts in this issue relate to such topic areas as evaluation of elementary science curricula utilizing behavioral tasks, effectiveness of audio-tutorial instruction, effectiveness of tutorial computer-assisted instruction, effect of verbalizers on achievement of non-verbalizers in an enquiry classroom, and a study of verbal behavior patterns in primary grade classrooms during science activities. (EB)

**ED 113 188** SE 019 737

**Trent, John H.**

**Need for In-Service and Pre-Service Metric Education.**

Pub Date 75

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Educational Needs, Elementary Secondary Education, Inservice Education, \*Mathematics Education, Mathematics Teachers, Measurement, \*Metric System, \*Research, Surveys, \*Teacher Education  
Identifiers—Nevada, Research Reports

Two questionnaires were given to a random sample of rural and urban elementary and secondary teachers as well as to mathematics methods students at the University of Nevada. The questionnaires were used to determine (1) the need for inservice and preservice metric education and (2) the present knowledge of the metric system of Nevada teachers. The data indicated: (1) a need for inservice metric workshops for both rural and metropolitan elementary levels, (2) the need is not as great for workshops at junior and senior high levels, (3) elementary mathematics methods students are not adequately prepared in the metric system, and (4) secondary mathematics methods students and junior and senior high teachers are more adequately prepared in the metric system than their elementary counterparts. This paper suggests a workshop for secondary teachers and recommends that a more relevant and comprehensive questionnaire be prepared to verify the need for a workshop. (JBW)

**ED 113 189** SE 019 738

**Trent, John H.**

**Metric Education in Mathematics Methods Classes.**

Pub Date 75

Note—4p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Educational Needs, \*Elementary School Mathematics, \*Higher Education, Mathematics Education, Measurement, \*Methods Courses, \*Metric System, Preservice Education, Research, \*Teacher Education  
Identifiers—Research Reports

A pre-test on knowledge of the metric system was administered to elementary mathematics methods classes at the University of Nevada at the beginning of the 1975 Spring Semester. A one-hour lesson was prepared and taught regarding metric length, weight, volume, and temperature. At the end of the semester the original test was given as the post-test. This paper gives the

results of both tests and concludes that, even though not significant, improved knowledge was noted in the areas surveyed. It is stated that more than one hour may be needed to teach metrication to future elementary teachers, but one hour is valuable. (JBW)

**ED 113 190** SE 019 740  
**Suggestions for Teaching Mathematics Using Laboratory Approaches Grades 1-6. 1. Number and Numeration. Experimental Edition.**

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 74  
 Note—28p.; Related documents are SE 019 741-743

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Elementary Education, \*Elementary School Mathematics, Guides, Instructional Materials, \*Laboratory Manuals, \*Manipulative Materials, Material Development, Mathematics Materials, \*Number Concepts, Numbers, Teacher Developed Materials, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This guide describes activities and materials which can be used in a mathematics laboratory approach for a basic mathematics program for grades 1-6. Forty-seven activities, concerning number and numeration, are described by their purpose, suggested grade levels, materials needed, and procedures. Concepts presented include: counting, number recognition, sets, measurement, estimation, place value, addition, subtraction, multiplication and division facts, prime and composite numbers, mathematical vocabulary, applications, weighing, and monetary values. The booklet contains a list of manipulative materials for mathematics laboratory use, including improvised materials and games, commercial materials and games, general supplies, and storage containers. (JBW)

**ED 113 191** SE 019 741  
**Suggestions for Teaching Mathematics Using Laboratory Approaches Grades 1-6. 2. Operations. Experimental Edition.**

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date [74]  
 Note—32p.; Related documents are SE 019 740-743

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Elementary Education, \*Elementary School Mathematics, Fractions, Guides, Instructional Materials, Laboratory Manuals, \*Manipulative Materials, Mathematics Materials, \*Number Concepts, Teacher Developed Materials, \*Teaching Guides, \*Whole Numbers

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I  
 This guide describes activities and materials which can be used in a mathematics laboratory approach for a basic mathematics program for grades 1-6. Twenty-nine activities relate to operations with whole numbers and twenty-five activities pertain to operations with fractions. These activities are described in terms of purpose, suggested grade levels, materials needed, and procedures. Some specific concepts presented are: place value, order of operations, equalities and inequalities, whole number operations, patterns, time measure, number facts, number sentences, ratio, applications, fractional parts and operations, geometric shapes, area, division problem solving, weighing, scale, linear measure, and equivalent fractions. The guide contains a categorical listing of materials such as improvised materials and games, commercial materials and games, general supplies, and other manipulative materials. (JBW)

**ED 113 192** SE 019 742  
**Suggestions for Teaching Mathematics Using Laboratory Approaches Grades 1-6. 3. Geometry. Experimental Edition.**

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 74  
 Note—28p.; Related documents are SE 019 740-743

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Elementary Education, \*Elementary School Mathematics, \*Geometric Concepts, Geometry, Guides, Instructional Materials, \*Laboratory Manuals, \*Manipulative Materials, Mathematics Materials, Teacher Developed Materials, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This guide describes activities and materials which can be used in a mathematics laboratory approach to a basic mathematics program for grades 1-6. Thirty-five activities pertaining to geometric concepts are described in terms of purpose, suggested grade levels, materials needed, and procedures. Some concepts included in the guide are: basic shapes, set classification, similarities, differences, symmetry, congruency, puzzle recreations, special properties of geometric figures, conservation, recognition of geometric shapes, geometric solids, geometric problem solving, geometric tool use (protractor, compass, ruler), pattern discoveries, measurements with polygons, vocabulary, relationships between area and volume, estimation, volume, fractional parts, and globe activities. The guide concludes with a list of selected manipulative materials for mathematics laboratory use. (JBW)

**ED 113 193** SE 019 743  
**Suggestions for Teaching Mathematics Using Laboratory Approaches Grades 1-6. 4. Measurement. Experimental Edition.**

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date [74]  
 Note—52p.; Related documents are SE 019 740-742

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Elementary Education, \*Elementary School Mathematics, Guides, Instructional Materials, \*Laboratory Manuals, \*Manipulative Materials, Mathematics Materials, \*Measurement, Teacher Developed Materials, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This guide describes activities and materials which can be used in a mathematics laboratory approach to a basic mathematics program for grades 1-6. One-hundred thirteen activities pertaining to measurement concepts are described in terms of purpose, suggested grade levels, materials needed, and procedures. Some specific concepts include: linear measurement (33 activities), area and volume (31 activities), weight measurement (31 activities), time measurement (18 activities), estimation, inequalities, equalities, graphing, comparisons, circumference, scale drawing, applications, similarity, non standard units, measure, counting, surface area, weight, density, indirect area measure, cost calculations, conservation, recording data, problem solving, time continuum, directionality, shadows and time relationships. Most activities utilize the English system of measurement, but many can be adapted to the metric system. The guide concludes with a list of selected manipulative materials for mathematics laboratory use. (JBW)

**ED 113 194** SE 019 746  
**Title I Individualized Mathematics Program, Grades 4-8, Final Evaluation Report.**

Memphis City School System, Tenn.  
 Pub Date 75  
 Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Educational Research, \*Elementary School Mathematics, Elementary Secondary Education, Individualized Instruction, \*Individualized Programs, \*Junior High Schools, \*Program Evaluation, \*Research, Secondary School Mathematics

Identifiers—Research Reports, Title I Individualized Mathematics Program

This report evaluates the 1974-75 experimental individualized mathematics program operated as a supplementary activity within the Memphis City Schools curriculum for grades 4-8. This is a compensatory program to meet the needs of students residing in areas where socio-economic condi-

tions contribute to low achievement. From the 4,700 students, random samples were selected for the experimental and control groups. The project staff consisted of one project director, one resource teacher, 104 Title I teachers, and one clerk-typist. The assessment procedures utilized in evaluating the program were based upon process and product evaluation. The process evaluation gave qualitative evidence about the program based upon responses to questionnaires by project teachers and principals, classroom teachers, and parents. Additional qualitative evidence was obtained from a workshop for teachers. Product evaluation was obtained by measuring three performance objectives via the Metropolitan Achievement Test, The Attitude Inventory, and Individual Progress Reports. The report draws the conclusion that all grades achieved two of three objectives set and that students, parents, project teachers, classroom teachers, and principals were very supportive of the program. (JBW)

**ED 113 195** SE 019 752

*Wenzelburger, Elfriede*  
**Verbal Mediators in Mathematics for Transfer of Learning. Technical Report No. 3.**

Texas Univ., Austin. Mathematics Education Center.

Report No.—TR-3  
 Pub Date 14 Oct 74

Note—17p.; Occasional marginal legibility; Part of Ph.D. Dissertation, University of Texas, Austin

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Generalization, Junior High School Students, \*Mathematical Concepts, Number Concepts, Programmed Instruction, \*Research, Secondary Education, \*Secondary School Mathematics, Specialization, \*Transfer of Training, \*Verbal Communication

Identifiers—Modular Arithmetic, Research Reports

Junior high school students (N=104) were given instruction using programed booklets on modular addition. Twelve conditions of verbal mediation were randomly assigned to students. Conditions were defined by presence or absence of introductory discussion (2 levels), number of worked examples (2 levels), and type of rule (3 levels: specific, general, none). After instruction, subjects were tested for three types of transfer: specialization, generalization, and reasoning by analogy. The use of a concrete model as introductory was found to have a significant ( $p$  less than .05) facilitating effects on specialization and a less-pronounced effect on generalization. For all three levels of transfer, the groups given specific or general rules performed better than those given no rule. Limitations of the study and suggestions for further research are discussed. (SD)

**ED 113 196** SE 019 757

*Scandura, Joseph M. And Others*  
**Higher Order Rule Characterization of Heuristics for Compass and Straight Edge Constructions in Geometry.**

Pub Date Apr 75

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Best copy available; Occasional marginal legibility

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Algorithms, Artificial Intelligence, \*Cognitive Processes, \*Geometry, Information Processing, \*Mathematics Education, \*Problem Solving, \*Research, Secondary Education, Thought Processes

Identifiers—\*Geometric Constructions, Polya (George)

The research reported in this paper was designed to analyze the incidence of use of higher-order rules by students solving geometric construction problems. A carefully selected set of construction problems was subjected to rigorous a priori analysis by mathematics educators to determine what basic and second-order rules might be used by able high school students in their solution. Categories of problems analyzed include: patterns of two loci, patterns of similar figures, combined two loci and similar figures, patterns of auxiliary figures, and patterns of loci, similar figures, and auxiliary figures. The analysis was successful in making more precise the heuristic approach of George Polya. Overall, the

viability of this method of analysis was demonstrated. The authors cite some limitations of the study and future directions for their work. (SD)

**ED 113 197** SE 019 759

Ronshausen, Nina Lorraine  
A Comparison of the Effects on Achievement and Attitude of Two Methods of Tutoring First-Grade Mathematics in the Inner City: Programmed vs. Directed.

Pub Date Sep 71  
Note—225p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-6682, MF-\$7.50, Xerography-\$15.00)

#### Document Not Available from EDRS

Descriptors—Achievement, Analysis of Variance, Attitudes, Doctoral Theses, Elementary Education, \*Elementary School Mathematics, \*Instruction, Objectives, \*Programmed Tutoring, \*Research, \*Tutoring  
Identifiers—Research Reports

This study was concerned with the effect of programed tutoring on first-graders' achievement in mathematics and attitudes toward mathematics. Subjects were selected using total scores on the Metropolitan Readiness Tests and assigned to one of three treatment groups. Children in the tutored groups received 15 minutes of individualized instruction each school day from October through May in addition to regular classroom mathematics instruction. Children in the control group received only the regular classroom instruction. Instruction of students in the programed tutoring treatment group was controlled by a set of operational programs; the directed tutoring group received instruction involving learning activities. At the end of May each child was tested with three posttest achievement measures and an attitude measure. Data were analyzed in a two-factor ANOVA design. Directed tutoring in combination with classroom instruction was found to be more effective than either of the other treatments. There was no significant difference in the effects of the other two treatments. (Author/SD)

**ED 113 198** SE 019 760

Test Factors, Instructional Programs, and Socio-Cultural-Economic Factors Related to Mathematics Achievement of Chicano Students: A Review of the Literature. SMESG Working Paper No. 10.

Stanford Univ., Calif. School Mathematics Study Group.

Report No.—SMESG-WP-10

Pub Date Mar 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Achievement, \*Annotated Bibliographies, Elementary Secondary Education, Instructional Programs, \*Mathematics Education, Minority Groups, \*Research Reviews (Publications), Socioeconomic Status, \*Spanish Americans, Spanish Speaking, Tests  
Identifiers—\*Chicano Students, SMESG, Stanford Mathematics Education Study Group

The purpose of this paper is to identify patterns of performance which might yield insight into findings concerning mathematics achievement of Chicano students. The Chicano student populations of these studies were identified and restricted by the following criteria: Spanish surname, of Mexican descent, language (bilingual, Spanish-English; monolingual, Spanish), geographic area (southwestern and western United States). The majority of Chicano students in the studies were from backgrounds of low socioeconomic status. This paper summarizes the general results of the literature reviewed and concludes with an annotated bibliography. The review of the studies is organized according to three major constructs: (1) Tests, (2) Instructional Programs, and (3) Socio-Cultural-Economic Conditions. Section 1 contains three subsections: (a) Mental Ability Profiles, (b) Language and Cultural Factors in Tests, and (c) Reliability and Predictability of Mental Ability and Achievement Tests. Section 2 contains three subsections: (a) Bilingual Programs, (b) Teacher-Student Interactions, and (c) Special Programs. The studies are cross-referenced under appropriate subsection; thus the results of one study may be included under more than one topic. (Author/SD)

**ED 113 199** SE 019 761  
Research Bulletin, Volume 17, Number 2.

Nevada State Dept. of Education, Carson City.

Pub Date Jul 75

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Attendance, \*Budgets, \*Elementary Secondary Education, Employment Experience, \*Enrollment, Financial Support, Occupational Information, \*Personnel Data, Research, School District Spending, \*Statistical Data  
Identifiers—\*Nevada, Research Reports

This bulletin contains a summary of enrollment figures from the fifth through tenth months of the 1974-75 school year for 17 Nevada school districts. Statistics are given for certified personnel (male and female) regarding age, prior out-of-state experience, highest degree held, salary ranges by degree held, states where highest degrees were earned, and area of assignment for new teachers. The bulletin concludes with a table summary of 17 Nevada school district budgets for 1975-76 in terms of assessed valuation, numbers of special education program units, tax rate operation, tax rate debt service, and general fund receipts and expenditures. (JBW)

**ED 113 200** SE 019 768

Swami, Piyush

A Follow-Up Study for Evaluation of the Preservice Secondary Science Teacher Education Program at The Ohio State University.

Pub Date 75

Note—380p.; Ph.D. Dissertation, The Ohio State University. Best copy available; occasional marginal legibility in appendices

**EDRS Price MF-\$0.76 HC-\$1.99 Plus Postage**

Descriptors—Doctoral Theses, Educational Research, \*Field Experience Programs, \*Follow-up Studies, Higher Education, \*Program Evaluation, Science Education, \*Science Teachers, \*Teacher Education  
Identifiers—Research Reports

The purpose of this study was to follow up teacher graduates of a preservice field-based program after one to five years of teaching. Field-based activities in the program involved actual teaching for a period ranging from one to five quarters, organized at different levels—elementary, junior high, and senior high schools, and in different settings—urban and suburban. The sample was composed of 86 graduates employed as full-time science teachers in Ohio during 1974-75. Preservice data included each subject's score on Science Classroom Activity Checklist: Teacher's Perception (SCAL: TP), grade point average (preprofessional, professional, and cumulative). Inservice scores were collected by administering instruments to the teachers, their students, and administrators. Data analysis showed no significant difference in changes of teachers' views regarding the appropriate type of classroom activities. No significant differences were found in the type of activities implemented by teachers with one to five years of teaching experience. Administrators' views regarding science teaching and support given to science teachers was a strong independent predictor variable. It appeared that the views of the graduates toward inquiry-oriented teaching and the use of such activities in the classroom remained stable five years after graduation. (Author)

**ED 113 201** SE 019 777

Federal Support to Universities and Colleges Approached \$4.5 Billion in FY 1974. Science Resources Studies Highlights, October 3, 1975.

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-75-324

Pub Date 30 Oct 75

Note—4p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

#### Document Not Available from EDRS

Descriptors—Colleges, \*Educational Finance, \*Federal Aid, \*Financial Support, Grants, \*Higher Education, Science Education, \*Scientific Research, Universities

This report details the departmental sources and recipients of Federal support to colleges and universities in fiscal year 1974. The \$4.463 billion allocated represents a 17 percent increase from fiscal year 1973. The Department of Health, Education, and Welfare was the largest source of

Federal funds, with \$3,234 million, or 72 percent of the total. Funds for academic science, representing 61 percent of all funding, rose by 11 percent increase. The report contains several other statements concerning funding divisions, including a listing of 100 universities and colleges receiving the largest amounts of Federal funding in 1974. (CP)

**ED 113 202** SE 019 778

Marine Research Interest in Louisiana Universities, 1975.

Louisiana State Univ., Baton Rouge. Center for Wetland Resources.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—COM-75-10845; LSU-56-75-02

Pub Date 75

Note—35p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (COM-75-10845, PC \$3.00, MF \$2.25)

#### Document Not Available from EDRS

Descriptors—\*Directories, Environmental Education, Marine Biology, \*Marine Technicians, \*Oceanology, \*Research, Science Education, Surveys, \*Universities  
Identifiers—Louisiana

The directory lists university-based marine research and identifies where marine-related interests and capabilities reside within the Louisiana academic community. Information was obtained from more than 300 questionnaires sent to university officials, deans, department chairmen, and others. Part I of the directory lists university faculty members grouped according to 79 marine activity categories designated by the respondents. Part II is a listing of marine-oriented personnel by university affiliation. Part III is an alphabetical listing of the marine-oriented personnel included in Parts I and II. (NTIS/CP)

**ED 113 203** SE 019 779

Hubbard, W. Donald. Buchanan, Anne E.

Developing Mathematical Processes: 1972-73 Field Test Report. Technical Report No. 324.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-324

Pub Date Mar 75

Contract—NE-C-00-3-0065

Note—67p.; Report from the Technical Services Section; For an earlier report, see ED 085 091

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Basic Skills, \*Curriculum, \*Curriculum Evaluation, Elementary Education, \*Elementary School Mathematics, Field Studies, Grade 2, \*Instruction, \*Mathematics Education, Number Concepts, Objectives, Research, Testing

Identifiers—\*Developing Mathematical Processes, DMP, Research Reports

A continuation of the field test of Developing Mathematical Processes (DMP) was conducted in eight schools. Four were multiunit schools located in settings ranging from small town to large city; the remaining schools were conventionally organized and located in large urban areas. The purpose of the field test was (1) to determine the effectiveness of the instructional program in terms of student achievement, and (2) to document the usability of the program. The field test focused on the third level of the program. The results indicated a mastery level of approximately 81 percent on the specific objectives of the program. Overall performance was retarded by poor results in one topic. On the latter portions of the program, maintenance of the mastery level reached a level of 83 percent. The data on standardized test achievement did not conclusively favor either DMP or its conventional counterparts. The field test established that (1) teachers will expend the effort to attend frequent inservice meetings, to prepare instructional materials, and to plan for the several instructional modes in the program; and (2) students will enthusiastically participate in the learning activities. On the basis of the data gathered in the field test, DMP was demonstrated to be a viable program for second-grade children. (Author/SD)



ED 113 204 SE 019 780

Abernatha, Evelyn Wiles, Clyde A.

**A Three Month Trial of Developing Mathematical Processes (DMP) with Ten Educable Mentally Retarded Children. Technical Report No. 336.**  
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Report No.—WRDCL-TR-336

Pub Date May 75

Contract—NE-C-00-3-0065

Note—31p.; Report from the Project on Conditions of School Learning and Instructional Strategies

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Curriculum, \*Curriculum Evaluation, \*Educable Mentally Handicapped, Elementary Education, \*Elementary School Mathematics, \*Instruction, Manipulative Materials, Mathematics Education, Objectives, Placement

Identifiers—\*Developing Mathematical Processes, DMP, Research Reports

The purpose of this study was to assess the usefulness of the elementary mathematics program Developing Mathematical Processes (DMP) for educable mentally retarded (EMR) students. The subjects of this study were 10 children from an intact class designated EMR. The children ranged in age from 7 to 12 years. The 1972 Developmental Edition of the DMP program was used in this trial, which encompassed three months. Placement into the program was guided by the data from the program's placement inventories supplemented extensively by teacher judgment. Selected topics and activities from Levels 1, 2, and 3 were used in the course of instruction. The test data attested to the appropriateness and effectiveness of the DMP materials for these subjects; the objectives of each topic attempted were mastered with few exceptions. Children's interest was evidenced by a general willingness to begin new activities and by their maintaining appropriate behavior. The teacher's evaluation of these materials was very positive, but inadequacies were cited in the placement processes. The most important single factor in the opinion of the teacher of these children was that every student experienced success at his own pace and level. (Author/SD)

ED 113 205 SE 019 813

Verell, Ruth Ann, Ed. Watson, Robert F., Ed.  
**College Science Improvement Programs, COSIP A & B Report. An Index to Undergraduate Science.**

National Science Foundation, Washington, D.C.  
Office of Experimental Projects and Programs.  
Report No.—E-75-41

Pub Date Aug 74

Note—195p.; Occasional light type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 3800-00182, \$2.20)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
Descriptors—\*College Science, Educational Research, Higher Education, \*Science Course Improvement Project, Science Education, \*Science Programs, \*Science Projects, Undergraduate Study

Identifiers—\*College Science Improvement Programs, National Science Foundation, NSF

This book is intended as a final report on those activities and institutions supported through the National Science Foundation's College Science Improvement Programs (COSIP A & B), and as a reference to current developments in undergraduate science education. In the first major subdivision of this work are included project abstracts for the two program elements, COSIP A (individual instructional projects in 4-year colleges) and COSIP B (interinstitutional projects in 4-year colleges), presented in alphabetical order. A second section consists of a comprehensive index utilizing 1,916 descriptive statements which permits ready reference to undergraduate activities at colleges and universities throughout the United States. (Editor/CP)

ED 113 206 95 SE 019 816

Simon, Herbert A.

**Learning with Understanding. Mathematics Education Report.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Jun 75

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975) at the invitation of the Special Interest Group for Research on Mathematics Education

Available from—Information Reference Center (ERIC/SMEAC), Center for Science and Mathematics Education, The Ohio State University, 244 Arps Hall, Columbus, Ohio 43210 (\$1.25)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Artificial Intelligence, Computers, \*Information Processing, \*Learning, \*Mathematics Education, Memory, \*Problem Solving, \*Research, Thought Processes

In this paper, Simon describes contemporary information processing approaches to the study of learning and thinking, and discusses the relevance of these studies to the distinction between rote and meaningful learning. Before defining the basic terminology of information processing research, he provides a brief literature review, describing some of the results in the study of capacity and search times for short-term and long-term memory. He then describes the basic methods by which the computer simulates mental activity, and the "thinking-aloud" methods by which human problem solving and computer problem solving are compared in the laboratory. Illustrating his theses with discussion of six types of problems (Katona's matchstick problem, towers of Hanoi, geometry proofs, algebra word problems, understanding instructions, and chemical thermodynamics), Simon describes various approaches to problem solving, and weighs the relative merits of each in terms of memory load, generalizability, and transfer. He distinguishes between the notions of problem solutions as a sequence of states or a sequence of operations. Other issues discussed include the importance of the semantic content of a problem or class of problems and of the schemata available to the problem solver. (SD)

ED 113 207 SE 019 818

**Nuclear Weapons Effects (Self-Teaching Materials).**

Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.

Report No.—SM-2.1.2

Pub Date Jul 75

Note—122p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—\*Autoinstructional Aids, \*Civil Defense, Environment, Individualized Instruction, \*Instructional Materials, Military Science, \*Nuclear Warfare, Radiation, \*Radiation Effects, Science Education, Self Help Programs  
Developed by the Civil Defense Preparedness Agency, this autoinstructional text deals with nuclear weapons effects. The destructive effects of an atomic blast are first introduced, and then long-term radioactive consequences are stressed. (CP)

ED 113 208 SE 019 819

Taylor, Bernadine A.

**Learning Fire Weather—A Self-Study Course.**

Forest Service (DOA), Berkeley, Calif. Pacific Southwest Forest and Range Experiment Station.

Report No.—TT-89-(S100)

Pub Date Sep 74

Note—73p.; The Self-Scoring Response Sheet is copyrighted and therefore not available

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Autoinstructional Aids, Environmental Education, \*Fire Science Education, \*Forestry, Individualized Instruction, \*Instructional Materials, \*Meteorology, Science Education, Self Help Programs

Identifiers—Department of Agriculture

This self-study course was prepared specifically to be used with the United States Department of Agriculture (USDA) Agriculture Handbook 360, FIRE WEATHER...A GUIDE FOR APPLICATION OF METEOROLOGICAL INFORMATION TO FOREST FIRE CONTROL OPERATIONS. It is designed not only to let the reader determine his comprehension of the text but also to develop thorough understanding of the materials and the ability to apply it in the field. The 120 multiple choice questions are generally concerned

with the principles of meteorology, rather than with insignificant details. A self-evaluation test is provided. (Author/CP)

ED 113 209 SE 019 820

Meyer, Rex

**Developments in the Training and Retraining of School Biology Teachers.**

Pub Date Sep 75

Note—103p.; Paper presented at the International Congress on the Improvement of Biology Education (University of Uppsala, Sweden, September 8-12, 1975); Marginal Legibility  
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Biology, Conferences, \*Inservice Education, International Education, \*Preservice Education, Science Education, Secondary Education, \*Secondary School Teachers, \*Teacher Education

Identifiers—UNESCO

Presented is a paper on many developments in the training and retraining of school biology teachers. The author analyzes teacher education in the biological sciences on an international basis to find similarities in approaches. The need to develop in teachers an awareness of the importance of retraining, and the problem of evaluation of retraining programs are other main topics discussed by the author. An extensive (272 item) bibliography is included. (CP)

ED 113 210 SE 019 823

**Graduate Science Enrollment in 1974 Shows First Increase Since 1969. Science Resources Studies Highlights, October 22, 1975.**

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-75-328

Pub Date 22 Oct 75

Note—5p.; Occasional small print

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Doctoral Programs, \*Enrollment Trends, Financial Support, \*Graduate Study, Higher Education, Post Doctoral Education, Science Education, \*Scientific Personnel, \*Surveys

Identifiers—\*National Science Foundation, NSF

This report is the third in a series of annual studies directed to institutions granting Ph.D. degrees in science in the United States and to their medical school components. Both Ph.D. and masters students are included in the 354-institution survey. Information gathered reveals that fall 1974 graduate science enrollment in institutions of higher education granting science and engineering Ph.D.'s increased almost 6 percent over the previous year; the number of women enrolled increased by 13 percent, while men enrolled increased only 3 percent. Other segments of the study cite trends in financial support, enrollment by level and area of study, and postdoctoral study. (CP)

ED 113 211 SE 019 824

**Detailed Statistical Tables - Graduate Science Education: Student Support and Postdoctorals, Fall 1974. Appendix III.**

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-75-322

Pub Date [75]

Note—180p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Doctoral Programs, \*Financial Support, \*Graduate Study, Higher Education, \*Post Doctoral Education, Science Education, Scientific Personnel, \*Statistical Data, Surveys

Identifiers—\*National Science Foundation, NSF

Reflecting enrollment as of Fall 1974, the 155 tables in this document provide extensive data on graduate and post-graduate students in all areas of science and engineering. A total of 354 institutions with 7,505 masters and doctoral level departments participated in the study. Data are organized to show the sources of support for students in the various science disciplines. Other variables investigated include: level of study, citizenship, funding of the institution, and sex of the student. Statistics on all graduate departments and for doctorate granting departments are listed separately. The study also includes comparisons between 1973 and 1974 on all variables listed. (CP)

ED 113 212 95 SE 019 830

Roman, Richard A.

**The Word Problem Program: Summative Evaluation.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—LRDC-1975-23

Pub Date Jul 75

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Computer Assisted Instruction, \*Curriculum, Curriculum Development, Elementary Education, \*Elementary School Mathematics, Evaluation, Individualized Instruction, Instruction, \*Problem Solving, \*Summative Evaluation, Testing

A programed sequence for teaching students to solve word problems was developed using a combination of the information processing and structural variables approaches. Students using the sequence proceeded individually through mastery of a sequence of objectives. In order to evaluate the program, fourth and fifth graders were randomly selected from classes; the remaining students in these classes served as controls. All students were given the appropriate level of the Stanford Achievement Test as a pretest. During the 11 weeks that experimental subjects completed the Word Problem Program, control subjects received regular mathematics instruction. The computation and applications sections of the Stanford Achievement Test served as posttests. Both fourth- and fifth-grade experimental groups scored higher on their respective applications posttests than the comparable control groups. (SD)

## SO

ED 113 213 SO 008 411

Applefield, James M.

**The Effects of Social Comparison, Contingency of Reward, and Age of Subject on Self-reinforcement, Self-confidence, and Task Persistence.**

Pub Date 75

Note—25p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Behavioral Science Research, Educational Sociology, Elementary Education, Interaction Process Analysis, Negative Reinforcement, Positive Reinforcement, Preschool Education, Rewards, \*Self Concept, Self Reward, Social Influences, \*Social Psychology, \*Social Reinforcement, Socioeconomic Influences, \*Task Performance

The present study evaluates the immediate effects of an experimentally manipulated social comparison on the subsequent behavior of lower socioeconomic status black children four to five and seven to eight years of age. The effects of four conditions of social comparison are measured with respect to the children's self-reinforcement, self-confidence, and task persistence. Also evaluated are the effects of contingent versus noncontingent reward in the social comparison situation. The results indicate that positive social comparison yielded more self-reinforcement than negative social comparison. Younger children displayed more self-confidence than older children. This finding closely resembles the effects of repeated failure experiences on children and lends support to the contention that the social comparison process is related to the dimension of success and failure. It appears that the effects of an experimentally manipulated social comparison are somewhat different for children from black, lower socioeconomic status than for white children from similar backgrounds. (Author/DE)

ED 113 214 SO 008 427

**Man's Effect on the Environment, Teacher's Guide. Environmental Education Unit, Sixth Grade Science.**

Little Rock School District, Ark.

Pub Date [74]

Note—85p.; Not available in hard copy due to marginal legibility of original document; For related documents, see SO 008 428, 429, and 652

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Curriculum Guides, \*Ecology, Elementary Education, \*Environmental Education, Field Trips, Grade 6, Interdisciplinary Approach, Learning Activities, \*Local Issues, Pollution, Population Education, \*Science Education, Short Courses, \*Social Studies Units, Student Centered Curriculum, Technology

Identifiers—\*Environmental Education Project, ESEA Title III

Part of a sequential series of curriculum units in environmental education for grades 4 through 12, this sixth grade curriculum guide focuses on man's effect upon the environment. Extensive classroom activities and field trips introduce the student to population, technology, pollution, natural resources, responsibility, career opportunities, and an urban encounter field trip in which students investigate various types of pollution in their own community. The following components are included in the unit: an overview, major concepts, behavioral objectives, daily schedule, lesson plans for classroom activities and field trips, career opportunities in environmental education, pretest and posttest, and student and teacher evaluation forms. The unit requires three weeks of class time, is multidisciplinary in nature, and is structured around student-centered activities in which emphasis is placed upon the study of the local environment. (Author/JR)

ED 113 215 SO 008 428

**Environmental Decisions, Teacher's Guide. Environmental Education Unit, Ninth Grade Civics. Revised.**

Little Rock School District, Ark.

Pub Date [75]

Note—87p.; For related documents, see SO 008 427, 429, and 652. A few pages are of marginal legibility

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Civics, Curriculum Guides, \*Decision Making, Ecology, \*Environmental Education, Grade 9, Interdisciplinary Approach, Learning Activities, \*Local Issues, Pollution, Secondary Education, Short Courses, \*Social Studies Units, Student Centered Curriculum, Teaching Techniques

Identifiers—\*Environmental Education Project, ESEA Title III

Part of a sequential series of curriculum units in environmental education for grades 4 through 12, this curriculum guide for grade 9 focuses on identifying problems, formulating hypotheses, considering alternatives, and making decisions in environmental education. The activities include the showing of films, making environmental decisions, simulations, and an off-campus field trip. The unit includes an overview, major concepts, behavioral objectives, a daily schedule, lesson plans for the classroom activities and the field trip, a pretest, and student and teacher evaluation forms. The unit is three weeks long, multidisciplinary in nature, and structured around student-centered activities in which emphasis is placed upon the study of the local environment. (Author/JR)

ED 113 216 SO 008 429

**Environmental Problems of the United States, Teacher's Guide. Environmental Education Unit, Eleventh Grade American History.**

Little Rock School District, Ark.

Pub Date [74]

Note—91p.; Not available in hard copy due to marginal legibility of original document; For related documents, see SO 008 427, 428, and 652

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Curriculum Guides, \*Ecology, \*Environmental Education, Grade 11, Instructional Materials, Interdisciplinary Approach, Learning Activities, \*Local Issues, Pollution, \*Population Education, Resource Materials, Secondary Education, Short Courses, \*Social Studies Units, Student Centered Curriculum, Teaching Techniques

Identifiers—\*Environmental Education Project, ESEA Title III

Part of a sequential series of curriculum units in environmental education for grades 4 through 12, this curriculum guide focuses on environmental problems in the United States for eleventh grade students. This unit is designed to make the student aware of how the problems of the past

become critical problems of the present. Activities foster an examination of population, technology, pollution, environmental careers, and involvement in an urban encounter field trip. The unit includes an overview, major concepts, behavioral objectives, a daily schedule, lesson plans for classroom activities and the field trip, career opportunities in environmental education, pretest and posttest, and student and teacher evaluation. The unit is three weeks long, multidisciplinary in nature, and structured around student-centered activities in which emphasis is placed upon the study of the local environment. (Author/JR)

ED 113 217 SO 008 473

**Bicentennial 76: A Handbook for Teachers. Curriculum Bulletin, 1974-75 Series, No. 5.**

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No.—Curr-00-4020-70

Pub Date May 75

Note—177p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$5.00)

**Document Not Available from EDRS**

Descriptors—Colonial History (United States), Community Involvement, \*Community Resources, Educational Research, Elementary Secondary Education, Ethnic Studies, Human Geography, Learning Activities, \*Local History, Revolutionary War (United States), \*Social Studies, Teaching Guides, \*United States History

Identifiers—\*Bicentennial, New York (New York), Oral History

The purpose of this Bicentennial handbook is to assist teachers, supervisors, and others in the preparation of programs that will encourage participation in Bicentennial activities while also developing significant knowledge, skills, abilities, attitudes, and appreciations in the educational process. The handbook contains a compilation of numerous historic and cultural resources pertinent to Bicentennial themes, as well as suggested steps for developing a documentary program with respect to local communities, ethnic and national experiences, businesses and industry, recreational programs and facilities, and the American society (past, present, and future). The first part of the document includes a guide to developing community markers, information on how and where to begin the research process, descriptions of places to go and see, a list of periodicals, techniques of oral history, and suggestions for visual experiences. The second part of the handbook lists activities for classrooms, including Bicentennial games, walking tours, individual school histories, museums, and early childhood Bicentennial activities. Several appendices which list community and historical landmarks in the New York City area conclude the document. (Author/JR)

ED 113 218 95 SO 008 475

Wiley, Karen B. Pestello, Rosy

**Materials for Teaching about the Bicentennial: An Annotated Bibliography.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-183

Pub Date 75

Note—99p.; For a related document, see SO 008 476

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC No. 183, \$3.95 prepaid or purchase order)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Annotated Bibliographies, Bibliographies, \*Colonial History (United States), Curriculum Development, Educational Resources, Elementary Secondary Education, Instructional Materials, Interdisciplinary Approach, Resource Centers, \*Revolutionary War (United States), \*Social Studies, Supplementary Reading Materials, \*United States History

Identifiers—\*Bicentennial

This annotated bibliography is intended for elementary through secondary social studies teachers who are looking for curriculum materials

and resources for teaching about the Bicentennial. Over 100 annotated entries of selected curriculum and teacher materials are included in this bibliography, along with a selective list of organizations and resource centers which provide additional resources, and a listing of all the State Departments of Education and State and Regional Bicentennial Commissions. The bibliography lists student and teacher materials related to the Heritage, Festival, and Horizons theme as well as general student and teacher materials. A format, grade level, and subject index conclude the document. (Author/JR)

ED 113 219 95 SO 008 476  
Kownslar, Allan O.

**Tips for Teaching About the Bicentennial in the Social Studies: Four Lessons.** SSEC Publication No. 182.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW); Washington, D.C.  
Report No.—SSEC-Pub-182  
Pub Date 75

Note—72p.; For a related document, see SO 008 475

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC No. 182, \$2.95 prepaid or purchase order)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Colonial History (United States), \*Curriculum Development, Educational Resources, Elementary Secondary Education, Instructional Materials, Learning Activities, Lesson Plans, Models, Questioning Techniques, Resource Guides, Revolutionary War (United States), \*Social Studies, \*Social Studies Units, \*United States History

Identifiers—\*Bicentennial

Prepared for elementary and secondary social studies teachers, this volume presents four exemplary learning activities for teaching about the Bicentennial. Each activity explores a recurring theme in the United States' Development—dedication to a cause, humor, frontiers, and loyalty. Lesson 1 concerns George Washington and the problems he encountered during the Revolution. Lesson 2 contains representative examples of American humor. Lesson 3 deals with the idea of conquering frontiers as evidenced in the life of a noted 19th-century American astronomer. The last lesson deals with roles played by the Japanese Americans while serving the Allied cause during World War II, raising the question of conflicting loyalties. Each lesson plan presents the intended student audience, suggested time, materials, questions, concepts and objectives, teaching suggestions, references, and additional materials. The materials can be used as presented or as models for teachers developing their own similar activities for the Bicentennial. (Author/JR)

ED 113 220 SO 008 517  
Mayer, Harold M.

**The Spatial Expression of Urban Growth.** Resource Paper No. 7.

Association of American Geographers, Washington, D.C. Commission on College Geography.  
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—57p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

**Document Not Available from EDRS**

Descriptors—City Demography, City Planning, \*Geographic Concepts, Geographic Regions, \*Geography Instruction, Higher Education, \*Human Geography, Integration Studies, Land Use, Resource Materials, Urban Areas, Urban Environment, \*Urbanization, Urban Studies

This resource paper on urban geography is part of a series designed to supplement undergraduate geography courses. It sets forth some of the principles of urban geography with special reference to form development and land uses within cities. Chapter one examines the legal, administrative, population, density, and functional definitions of a city. Chapter two describes world patterns of urban growth throughout history and in the

United States. Chapter three examines theories of urban centralization and decentralization including the gravity and potential models, concentric zonal model, wedge or sector model, multiple nuclei model, and site rentals and transport costs theories. Chapter four reviews the changing patterns of urban growth including the era of mass transportation dominance, the era of the automobile, and the spatial forms of urban growth. Chapter five examines theories behind metropolitan expansion, intermetropolitan coalescence, and urban regional planning. Chapter six reviews the spatial patterns of integration and segregation in the inner city emphasizing the neighborhood school, mobility, and processes of integration. (Author/DE)

ED 113 221 SO 008 518

Stohr, Walter B.

**Interurban Systems and Regional Economic Development.** Resource Paper No. 26.

Association of American Geographers, Washington, D.C. Commission on College Geography.  
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—35p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

**Document Not Available from EDRS**

Descriptors—City Planning, Developing Nations, \*Economic Development, Economics, Geographic Concepts, Geographic Regions, \*Geography, Geography Instruction, Higher Education, \*Human Geography, Land Use, Resource Allocations, \*Resource Materials, \*Urbanization, Urban Studies

This resource paper on economic geography is part of a series designed to supplement undergraduate geography courses. It interprets regional economic development in terms of geographic spatial patterns of production, income, and physical or economic distance. Chapter two outlines some selected characteristics of spatial disparities of economic development at the regional and interurban levels in the United States and in developing countries. Chapter three briefly discusses two major theories of spatial development. The export-base theory explains the development of a region through external demand for its natural resources. The sector theory explains development through the specialization of agricultural activities and the formation of an intraregional transport system which permits the exchange of products. Chapter four reviews several models of differential mobility to explain in conceptual terms the emergence of the urban-regional structure in the United States. Chapter five analyzes selected flow of variables such as labor, capital, innovation, and decision-making power between developing and developed nations. Chapter six suggests five alternative national strategies of urban development. (Author/DE)

ED 113 222 SO 008 540

Fagan, James S.

**Transportation and the Environment.** Publication No. 74-2.

Georgia Univ., Athens. Geography Curriculum Project.

Report No.—Pub-74-2

Pub Date 74

Note—144p.

Available from—Geography Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30601 (\$3.00 paperback with workbook)

**Document Not Available from EDRS**

Descriptors—\*Concept Teaching, Conservation Education, Curriculum Guides, Environment, \*Environmental Education, Environmental Influences, Geographic Concepts, Geography, \*Geography Instruction, Instructional Materials, Models, Physical Geography, Pollution, Secondary Education, \*Social Studies, Social Studies Units, Teaching Techniques, \*Transportation

Identifiers—\*Geography Curriculum Project

The increasingly important role of transportation and its environmental impact is given major emphasis in this curriculum unit for secondary students. Four purposes of this unit are to describe and show (1) the historical development of transportation in America; (2) the effect of

current transportation practices upon the environment; (3) some transportation practices which could result in a healthier environment; and (4) the expected effect on the environment of transportation being developed for the future. A model summarizes the main ideas related to each of the purposes. A list of important concepts precedes the chapters. Individual chapters include (1) model of unit-transportation and the environment; (2) transportation network development; (3) early transport routes in America; (4) the railroad and its impact upon American transportation; (5) the role of motor vehicles in American transportation; (6) the impact of air travel upon American transportation; (7) transportation-related pollution; (8) the impact of transportation upon urban congestion; (9) transportation land requirements; (10) efficient use of existing facilities; (11) direct government control; (12) urban rapid transit; and (13) transport modes of the future. (Author/R)

ED 113 223 SO 008 557

Bailey, Kenneth D.

**Cognitive Structures, Political Environment, and Increased Political Awareness in Children: A Developmental Approach.**

Pub Date Mar 75

Note—31p.; Paper presented at Annual Meeting of the Western Political Science Association (Seattle, Washington, March 20-22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Changing Attitudes, \*Cognitive Development, Cognitive Measurement, Current Events, Elementary Secondary Education, Longitudinal Studies, Political Attitudes, Political Influences, \*Political Science, \*Political Socialization, Research Design, \*Research Methodology, Speeches, \*Student Attitudes

Identifiers—Ozarks

A conceptual framework and a unique data collection technique are proposed as a means for studying the relationship between cognitive structure and political awareness in children. Most researchers have dealt with cognitive development and political socialization research by examining children in different grade levels at one point in time. However, in this study, the same children are interviewed at three different points in time: pre-Watergate, during Watergate, and post-Nixon. The sample population included two urban school districts and six rural school districts, representing two contiguous counties located in the geographical region commonly known as the Ozarks. The project required the administration of interviews to students in the third, sixth, and ninth grades followed by a second set of interviews with the same students as fourth, seventh, and tenth graders and a third set of interviews with these students as fifth, eighth, and eleventh graders. This study represents an attempt at longitudinal research on the acquisition of political orientations by children and suggests a key technique for determining whether childhood orientations have any effect on adult political actions. (Author/DE)

ED 113 224 SO 008 578

Pitts, James P.

**Racial Consciousness, Activism and Socialization: Black Youth.** Professional Paper No. 4.

California Univ., Los Angeles. Afro-American Studies Center.

Pub Date 75

Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Activism, African American Studies, Civil Rights, Community Influence, Higher Education, \*Negro Youth, \*Political Influences, Political Socialization, \*Racial Attitudes, Racial Discrimination, Racism, Research Projects, Social Action, \*Socialization, Social Science Research

The primary objective of this research is to explore whether black student activism can be presumed to indicate a relative lack of socialization among activists. Contrary to the popular belief which argues that widespread challenges to established authority and dominant groups should be seen as an index of social disorganization among the disadvantaged, the theory presented argues that sustained periods of collective activity such as demonstrations are indicators of intense socialization and organization building. The research was conducted in a large all-black public Chicago high school. The strategy was to select an array of school organizations and attempt to



interview each available member. Two race-focused organizations, the Afro-American History Club (AAH) and a group termed the Militant organization, were the primary focus of the study. Through interviews, the author sought to specify how the social environment and activities of students in the two groups differ from that of other students. It was found that significant similarities exist between students in the AAH and Militant samples in their exposure to race-conscious interactions and writings; in this respect, they both differ markedly from nonrace students. In conclusion, it may be presumed that black student activism indicates positive political socialization among members of race-conscious groups. (Author/JR)

ED 113 225 SO 008 588

**Commemoration of Dr. Martin Luther King, Jr., January 15, 1929-April 4, 1968. Revised.**  
Montgomery County Public Schools, Rockville, Md.

Pub Date Dec 74  
Note—18p.

Available from—Director, Department of Human Relations, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, Maryland 20850 (free)

**Document Not Available from EDRS**

Descriptors—African American Studies, \*Black Power, Civil Rights, \*Cultural Awareness, Elementary Secondary Education, Ethnic Groups, \*Group Unity, Identification (Psychological), Interdisciplinary Approach, \*Learning Activities, Negro Attitudes, \*Negroes, Negro Leadership, Racism, Social Studies

Identifiers—\*King (Martin Luther Jr)

Developed in honor of Dr. Martin Luther King, Jr., this is a short collection of suggested activities to teach black awareness in the elementary and secondary grades through King's philosophy. An introductory biographical sketch of King and an article about his accomplishments are provided. Activities are divided into grade-level ranges for the following areas: exploratory activities, developmental activities, music, dramatic plays, language arts, arithmetic, and culminating activities. An example of a music activity for grades 3-7 is to play recordings of spirituals such as "Go Down Moses" and have pupils interpret the words. An example of a language arts activity for upper grades is to have pupils write original poems around themes of bravery, courage, unity, and brotherhood. Suggestions for evaluation are included. Appendix A contains a list of some of King's speeches and quotations, an excerpt of "I Have a Dream," and parts of his letter from a Birmingham jail in 1963. Appendix B contains the words of some freedom songs. (Author/ND)

ED 113 226 SO 008 589

**Philosophy of Education, 1972-1973. Proceedings of the Annual Meeting of the Far Western Philosophy of Education Society (21st, Pomona, California, December 1-3, 1972).**

Pub Date 73  
Note—397p.; For a related document, see SO 008 590

Available from—Dr. James John Jelinek, Editor of Proceedings, Far Western Philosophy of Education Society, College of Education, Arizona State University, Tempe, Arizona 85281 (\$15.00)

**Document Not Available from EDRS**

Descriptors—Conditioning, \*Conference Reports, Educational Objectives, \*Educational Philosophy, \*Educational Psychology, \*Educational Theories, Ethics, Existentialism, \*Foundations of Education, Higher Education, Psychoeducational Processes, Speeches

Identifiers—Far Western Philosophy of Education Society

The proceedings of the 21st annual meeting of the Far Western Philosophy of Education Society in 1972 are presented. The proceedings consisted of 20 addresses and responses. Titles include (1) Presidential Address: Competency-Based Education: Consensus Cognoscenti Versus Reconstructionist Experience; (2) A Role for Philosophy in California and Community Goal Setting; (3) Transaction Theory and the "Middle Game" of Instruction; (4) Some Observations on the Existential Philosophy of Education; (5) Some Educational Implications of the Eastern Notion of the Environment/Self; (6) Skepticism in Ethics and Aesthetics and Its Educational Consequences; (7)

Responsibility and Experimentalistic Education; (8) The California Child's Legislated Educational Future; (9) Thinking and Think Tanks: Perspective and Proposal; (10) The Presentation of the Self and Philosophy of Education; (11) Existential Frustration and Psychological Anomie within Select College Student Subcultures; (12) Some Theoretical Considerations of Measurement: A Philosophical Analysis; (13) Priest or Teacher; (14) "How Do You Know You Know?"—The Question Nobody Asks; (15) Academicus Resartus; (16) Contemporary Philosophies of Education: A Search for the Cutting Edge; (17) A Conceptual Model for Relational Identification of Philosophical Systems; (18) Memorization—A Much Maligned Process; (19) A Modular Approach to Foundations of Education; (20) Behaviorism: Individual and Species-Wide. (DE)

ED 113 227 SO 008 590

**Philosophy of Education, 1974-1975. Proceedings of the Annual Meeting of the Far Western Philosophy of Education Society (23rd, Long Beach, California, December 6-7, 1974).**

Pub Date 75  
Note—192p.; For related document, see SO 008 589

Available from—Dr. James John Jelinek, Editor of Proceedings, Far Western Philosophy of Education Society, College of Education, Arizona State University, Tempe, Arizona 85281 (\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Conference Reports, Educational Objectives, \*Educational Philosophy, Educational Psychology, \*Educational Theories, \*Existentialism, \*Foundations of Education, Higher Education, Psychoeducational Processes, Speeches

The proceedings of the 23rd annual meeting of the Far Western Philosophy of Education Society in 1974 are presented. The proceedings consist of 16 addresses. Titles include (1) Leonard Abraham Fels, 1911-1974: A Memorial; (2) Trying to Make Sense out of "Existential Thought and Education"; (3) Making Sense out of "Existential Thought and Education"; (4) "Ratio-vitalism" Ortega y Gasset's Existential Rejoinder; (5) Dichotomous Typologies and Development; (6) Invocation; (7) Presidential Address, Educational Philosophy: From Is to Ought—The Difficult Rise; (8) Idealism Revisited: Response to the Presidential Address; (9) The Logic of Performance Tests for Teaching Effectiveness; (10) The Nature of Human Values: Basic Postulates and Principles Inherent in Certain Axiologies of Modern Education; (11) The Concept of Community Educational Argument; (12) Existentialism and Education; (13) Dewey's Determinism and Its Significance for Educational Aims; (14) The Direction of the Arrow: Axiology in Crisis; (15) Respect for Persons; (16) You Can't Get There from Here: In Memoriam—Leonard Fels. The appendices include a list of officers, history, and the constitution of the society. (DE)

ED 113 228 SO 008 596

Litt, Edgar

**British Education at the Crossroads: Social Justice or Excellence?**

Pub Date 75  
Note—10p.; Paper presented at Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

Journal Cit—Dissent; Win 76

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adult Education, \*Comparative Education, \*Educational Change, Educational Development, \*Educational Policy, Educational Research, Educational Strategies, \*Equal Education, Higher Education, \*Political Influences, Public Education, Resource Allocations, Secondary Education, Vocational Education

Identifiers—\*England

The educational policy of the British Labor Party stresses the provision of quality education regardless of social class background. In a time of downward economic spiral, the Labor Party is committed to education for social justice through the redistribution of resources and research priorities, as well as the reorganization of the educational system. Budget decisions have redistributed funds from elite British universities to the comprehensive secondary schools and vocational col-

leges. Postsecondary reorganization involves efforts to merge the patch quilt of polytechnical schools, colleges of education, and colleges of further education under a single local authority. At the secondary level, comprehensive schools and semiprivate, direct grant schools are being merged to provide a strong alternative to expensive and exclusive private schools. Research and development funds are being shifted from open-ended cultural and scientific support to programmatic research designed to rescue a beleaguered political economy. More money is being infused into trade union projects, workers' economic cooperatives, adult education programs, and vocational training. The belief is that worker incentives are critical to economic productivity and recovery. (Author/DE)

ED 113 229 SO 008 599

Du Terroil, Anna

**Museum Education: Recent Trends in Learning Environments.**

Spons Agency—Texas Univ., San Antonio.  
Pub Date 75

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Community Education, Educational Facilities, \*Educational Programs, Educational Research, \*Exhibits, \*Learning Theories, \*Literature Reviews, \*Museums, School Role, Visual Learning

The role of museums in educational programs is described in this study and literature review. It collects, describes, and evaluates the museum's acceptance, use, and impact of psychological learning theories within educational programs. The study reports that most museums can give only a portion of their time, space, and imagination to educational programs. Throughout the literature review, a number of guiding principles point out psychological learning theories which museums use to provide exceptional learning experiences within their own institutions. The guiding principles which museums use include (1) the recognition of relevancy between museum visits and school experiences; (2) the use of visual objects as perceptual materials to reinforce learning; (3) the promotion of activity, discovery, and inquiry as useful techniques in developing and refining discriminatory skills; (4) the acceptance and utilization of organized experiences which facilitate learning and retrieval; and (5) the recognition of the value of stimuli and feedback as part of an exhibit to enable visitors to respond and attend to the exhibit as a learning experience. (Author/JR)

ED 113 230 SO 008 600

Seltzer, Judith Robinson, JoAnn

**Population Education: Sources and Resources.**

Population Reference Bureau, Inc., Washington, D.C.

Pub Date Sep 75

Note—26p.

Available from—Population Education Program, Population Reference Bureau, Inc., 1754 N Street, N.W., Washington, D.C. 20036 (single copies free, additional copies \$1.00 each)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Aids, Bibliographies, Community Education, Curriculum Guides, \*Demography, \*Educational Resources, Environmental Education, \*Information Sources, \*Population Education, \*Population Trends, Resource Guides

This guide, designed for teachers and community leaders attempting to answer questions being raised about population and population trends or developing population study programs, contains a selective list of information sources and written audiovisual resource materials. The resource guide is divided into five areas. The first group lists over 40 entries, including private organizations, public agencies, and universities. The second area lists teacher resources, including background and theory materials, curriculum and study guides, reference guides, newsletters and periodicals, and readings. The third area looks at both teacher and student resources, including curriculum and study guides, data, reference guides, and readings. Student resources include all of the above including texts. The final area, audiovisual aids and activities, presents charts, films, and games. Over 125 entries are included in the resources sections. (Author/JR)

**ED 113 231** SO 008 601

*Doherty, Joan Walker, William L.*  
**Current Issues in Social Studies Education.**  
 Indiana State Univ., Terre Haute. Curriculum  
 Research and Development Center.  
 Pub Date Sep 75  
 Note—99p.

Available from—Director Charles D. Hopkins,  
 Curriculum Research and Development Center,  
 113 Jamison Hall, Indiana State University,  
 Terre Haute, Indiana 47809 (\$1.00 paper-  
 bound)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—American Studies, Area Studies,  
 Course Descriptions, Educational Improve-  
 ment, Elementary Education, Environmental  
 Education, Global Approach, Law Instruction,  
 Learning Activities, \*Relevance (Education),  
 Resources, \*Social Problems, \*Social Studies,  
 Urban Studies, Womens Studies  
 Identifiers—Africa, Latin America

The purpose of this monograph is to present  
 some recent trends on current issues that should  
 be taught in elementary social studies courses. It  
 is designed to provide information for teachers  
 who wish to make their social studies programs  
 more relevant to the times. The topics under con-  
 sideration have been selected because they are  
 relatively new to most elementary programs and  
 include women, law, ethnic studies, international  
 education/global education, American studies,  
 urban problems, environmental problems, Latin  
 America, and Africa. Most of the materials and  
 ideas for this publication are taken from the jour-  
 nals, yearbooks, and bulletins of the National  
 Council for the Social Studies (NCSS). Each sec-  
 tion contains a discussion of the need for study-  
 ing a particular issue, some background informa-  
 tion needed by the teacher to understand recent  
 thinking about the issue, concepts that are signifi-  
 cant in teaching and learning about the topic,  
 and practical activities for children in an elementary  
 school. (Author/DE)

**ED 113 232** SO 008 604

*Mangone, Gerard J. And Others*  
**Transnational Research Collaboration. A Report  
 Submitted by the Task Force on Transnational  
 Collaborative Research to the Govern-  
 ment/Academic Interface Committee, Interna-  
 tional Education Project, American Council on  
 Education, Occasional Paper No. 2.**  
 American Council on Education, Washington,  
 D.C. International Education Project.  
 Pub Date Jul 75  
 Note—78p.

Available from—International Education Project,  
 American Council on Education, One Dupont  
 Circle, Washington, D.C. 20036 (\$3.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
 Available from EDRS.**

Descriptors—Cross Cultural Studies, Economic  
 Research, Educational Research, Environmental  
 Research, \*Global Approach, \*International  
 Organizations, \*International Programs, Re-  
 gional Cooperation, \*Research Projects, Scien-  
 tific Research, Social Science Research,  
 \*World Affairs, World Problems

Identifiers—\*International Cooperation  
 A descriptive overview of international,  
 cooperative research efforts is provided. Transna-  
 tional collaborative research consists of those ac-  
 tivities that bring scholars of different countries  
 together to work on the same or common  
 research problems that cannot be addressed ef-  
 fectively by an individual nation. This report of-  
 fers a sampling of programs and projects in  
 progress during 1973 and 1974. Topic areas  
 under examination include agriculture, develop-  
 ment, atomic energy, commerce, environment,  
 health, education, space, and the humanities. Six  
 major advantages and six limitations to current  
 transnational collaborative research are listed. To  
 improve further research it is recommended that  
 all interested public and private agencies be in-  
 formed of the potential values of this research;  
 flexibility be provided in programs and budgets to  
 encourage sound proposals; and case studies of  
 allegedly successful and unsuccessful projects be  
 accumulated, analyzed, and shared with the relevant  
 research community. (Author/DE)

**ED 113 233** SO 008 608

**Classification of Educational Systems in OECD  
 Member Countries: Australia, Luxembourg,  
 Switzerland.**  
 Organisation for Economic Cooperation and  
 Development, Paris (France).

Pub Date 75

Note—105p.; For related documents, see ED 023  
 171, ED 076 453, and ED 086 598

Available from—OECD Publications Center,  
 Suite 1207, 1750 Pennsylvania Avenue, N.W.,  
 Washington, D.C. 20006 (\$5.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
 Available from EDRS.**

Descriptors—Classification, Comparative Analy-  
 sis, \*Comparative Education, Educational Pro-  
 grams, Elementary Secondary Education,  
 \*Foreign Countries, Higher Education, Statisti-  
 cal Data  
 Identifiers—Australia, \*Educational Systems,  
 Luxembourg, Switzerland

This volume is one of a series intended to pro-  
 vide a comparative view of the education systems  
 of all Organization for Economic Cooperation  
 and Development (OECD) Member countries. It  
 complements an OECD handbook entitled  
 Methods and Statistical Needs for Educational  
 Planning (see ED 023 171). The document is  
 based on the need to establish a conversation key  
 for member countries so that published national  
 data can be readily converted on the basis of a  
 standardized system, as proposed in the hand-  
 book. The purposes are to assist OECD Member  
 countries in the development of their educational  
 statistics and to provide a basis for the collection  
 of internationally comparable statistics on educa-  
 tional systems and programs. In this volume, the  
 educational systems of Australia, Luxembourg,  
 and Switzerland are classified by type of educa-  
 tion or institution: Preprimary, Primary, General  
 Secondary, Technical Secondary, Teacher Train-  
 ing, and Higher Education. The information  
 requirements, qualifications conferred, organiza-  
 tion of studies on a full-time or part-time basis,  
 and other information of possible interest are  
 presented. A glossary of terms used in the OECD  
 classification is provided. (Author/JR)

**ED 113 234** SO 008 611

*Rebelsky, Freda*  
**Student Surveys of Policy Issues Related to Chil-  
 dren.**  
 Boston Univ., Mass. School of Law.  
 Spons Agency—Office of Child Development (D-  
 HEW), Washington, D.C.

Pub Date 72

Note—109p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Child Advocacy, Child Care, \*Child  
 Development, Educational Research, \*Field  
 Studies, Health Services, Higher Education, In-  
 terdisciplinary Approach, Legal Aid, Legal  
 Problems, Mental Health, \*Program Evalua-  
 tion, \*Research Projects, \*Social Problems,  
 Student Projects

This project is a prototype study which in-  
 vestigates the interaction of graduate students  
 from different disciplinary backgrounds and dif-  
 ferent educational institutions in exploring social  
 and public policy issues related to children. The  
 results and evaluation of the research program  
 are presented in this document. Divided into  
 three teams, the students examined three social  
 issues in relation to child development: (1) legal  
 problems of providing medical care to minors;  
 (2) treatment of children in state mental health  
 facilities; and (3) advocacy and lobbying for chil-  
 dren. Three reports from these student teams fol-  
 low the explanation of the study. The report con-  
 cludes that small and delimited research projects  
 can profitably and successfully be completed by  
 small teams of graduate students provided that  
 the scope of the research is carefully delineated  
 and established in advance, the groups are small  
 and the tasks well structured, and the projects are  
 closely supervised by staff. (Author/JR)

**ED 113 235** SO 008 612

*Becker, Evelyn And Others*  
**Topics in Jewish-American Heritage: A Study and  
 Curriculum Outline.**

United Federation of Teachers, New York, N.Y.  
 Pub Date 75

Note—131p.

Available from—United Federation of Teachers,  
 Box TJAH, 260 Park Avenue South, New  
 York, New York 10010 (\$5.00)

**Document Not Available from EDRS**

Descriptors—\*Cultural Awareness, Cultural Dif-  
 ferences, Curriculum Development, \*Ethnic  
 Studies, \*Immigrants, Instructional Materials,  
 \*Jews, \*Labor Education, Learning Activities,  
 Minority Groups, Secondary Education, Social  
 Studies, Supplementary Reading Materials,  
 Teaching Techniques

In this age of ethnic awareness, the United  
 Federation of Teachers has created this publica-  
 tion to help teachers enlighten secondary students  
 on the contributions of Jewish Americans. The  
 book stresses the accomplishment of American  
 Jews in the context of a broader understanding of  
 the nature of ethnicity. Designed to supplement  
 existing social studies curricula, the book can also  
 be used in combination with similar units on  
 other minority groups. Three major areas are ex-  
 amined: (1) Jewish Migration to America; (2)  
 The Development of the Jewish Community in  
 New York; and (3) Jews in the American Labor  
 Movement. Each section contains an introduc-  
 tion, goals of the unit, an illustrated narrative,  
 and study questions and activities. A glossary and  
 a selected bibliography conclude the document.  
 (Author/JR)

**ED 113 236** SO 008 615

*Pederson, Clara A., Ed.*  
**Insights: Into Open Education. Volume 8, Number  
 1, September 1975.**

North Dakota Univ., Grand Forks. Center for  
 Teaching and Learning.  
 Pub Date Sep 75

Note—14p.

Available from—Insights, Center for Teaching  
 and Learning, Box 8039-University Station,  
 Grand Forks, North Dakota 58202 (annual  
 subscription \$3.50)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Affective Behavior, Alternative  
 Schools, Elementary Education, Experimental  
 Schools, Grading, \*Humanistic Education, Hu-  
 manization, \*Human Relations, Moral Issues,  
 \*Newsletters, \*Open Education, Progressive  
 Education, Resource Materials, \*Student Cen-  
 tered Curriculum, Student Evaluation, Student  
 Teacher Relationship, Values  
 Identifiers—\*Bicentennial

The "Insights" newsletter, published eight  
 times during the academic year, is intended for  
 elementary teachers interested in open education.  
 The newsletter includes descriptions of actual  
 classroom projects, discussions of teaching  
 techniques, and sources of curriculum and pro-  
 fessional materials. This issue treats the topic human  
 relations and contains four articles: Human Re-  
 lations: Grading Children; Four Strategies to En-  
 courage Evaluative Input from Children; Solving  
 Moral Dilemmas; and The Human Development  
 Program—An Affective Education Activity. Dur-  
 ing the Bicentennial year, "Insights" will also  
 carry listings of materials which might be helpful  
 to teachers. (Author/RM)

**ED 113 237** SO 008 618

*Kirschbaum, Howard*  
**Recent Research in Values Clarification.**

Pub Date 74

Note—8p.; Paper presented at Symposium on  
 Humanistic Education (Patterson College,  
 1975)

Available from—National Humanistic Education  
 Center, Upper Jay, New York 12987 (\$0.75)

**Document Not Available from EDRS**

Descriptors—\*Educational Research, Higher  
 Education, Literature Reviews, Moral Develop-  
 ment, \*Moral Values, \*Research Methodology,  
 \*Teacher Education, \*Values

Included in this document are 11 summaries of  
 studies which update the research in values educa-  
 tion. Many of the studies have been completed  
 in the last few years and are published or soon to  
 be published. The "new" research involves more  
 sophisticated methodology, larger populations,  
 and greater emphasis on values clarification  
 strategies. The research is divided into three sec-  
 tions. Outcomes of values clarification with stu-  
 dents and other target populations comprise the  
 first section. The second section lists research in-  
 volving outcomes of teacher training in values  
 clarification. The third section presents  
 methodological developments aimed primarily at  
 studies which contribute some new management  
 tool or approach for the study of a particular  
 variable related to values clarification.  
 (Author/JR)

**ED 113 238** SO 008 621

**High School Psychology Elective. Bulletin No. 272.**  
 Montgomery County Public Schools, Rockville,  
 Md.

Report No—Bull-272

Pub Date 74

Note—199p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Curriculum Guides, \*Elective Subjects, Humanistic Education, Human Relations, Individual Development, Learning Activities, Motivation, Perception, Personality, \*Psychology, \*Schedule Modules, Secondary Education, Social Influences, \*Social Sciences, Teaching Techniques

The main focus of this secondary-level psychology course is that of enhancing student interest in and understanding of psychological concepts, principles, and hypotheses through exploration of their relationship to current and arresting topics and problems, including problems of individual development and interpersonal relations. The curriculum guide begins with a prerequisite introductory unit. Specific units following the introduction include (1) perception, (2) motivation, (3) learning, (4) thinking, (5) developmental aspects, (6) personality, and (7) social influences. Within each of the major unit topics are several subtopics. The course revolves around a module system of instruction covering one or several lessons. Each module contains the central principle, key terms, instructional objectives, activities, normal-abnormal continuum, evaluation exercises, and references. A bibliography concludes the guide which lists the books referred to in the lessons and activities. (Author/JR)

**ED 113 239** SO 008 622

**Abrams, Grace C. Schmidt, Fran C.**  
**Conflict Resolution, Social Studies: 0427.**  
Dade County Public Schools, Miami, Fla.  
Pub Date 74

Note—114p.; An Authorized Course of Instruction for the Quinquennial Program; Pages 24a, 28a, 59a, 60a, 60b, 60c, 68a 68b, 68c, 70a, and 70b of the original document are copyrighted and therefore not available. They are not included in the pagination

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Behavioral Sciences, Behavior Patterns, Behavior Problems, \*Conflict, \*Conflict Resolution, Course Content, Curriculum Guides, Elementary Secondary Education, \*Human Relations, Instructional Materials, Learning Activities, Resource Materials, \*Social Studies Units, \*Values, Violence

**Identifiers**—\*Quinquennial Program  
This curriculum guide provides students with the opportunity to study human behavior, ways in which conflict originates, processes by which it escalates, and the alternative methods of dealing with it. The unit is not intended to be static or permanent in nature but an ongoing educational process that will help students become aware of human needs and how they can try to meet these needs with nonviolent alternatives. Each section may be used independently so that priority concepts can be stressed according to allocated time. In eight chapters, the guide presents activities for defining behavior; identifies basic human psychological needs; provides values clarification activities; defines the causes and effects of functional and dysfunctional behavior; analyzes the philosophy, proponents, and application of non-violence; examines the attitudes and processes for making changes nonviolently; and provides an appendix of suggested audiovisual and printed materials for teacher and student. (Author/DE)

**ED 113 240** SO 008 623

**Evenson, James A.**  
**Age and Educational Selectivity among Migration and Human Capital Flows in the West.**  
Pub Date 1 May 75

Note—24p.; Paper presented at the Annual Meeting of the Western Social Science Association (17th, Denver, Colorado, May 1-3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Age, Economics, \*Educational Economics, \*Human Capital, Human Resources, \*Migration, Migration Patterns, \*Mobility, Population Distribution, Population Trends, \*Public Education, Social Science Research

**Identifiers**—United States (West)

This paper quantifies and analyzes the total flows of human capital moving in and out of the West over time as a result of interregional migration. Particular emphasis is placed on analyzing the "age-education" interaction effect of migration on flows of human capital. Migration was highly selective of the young and/or highly educated adult. Age, education, race, and sex characteristics of migrants moving in and out of the Western divisions were determined from cen-

sus data. The detailed flows were multiplied by the appropriate value of human capital (discounted earnings approach) and were then summed to determine the effects of age and education on flows of human capital. Results of the study indicate that (1) the "age-education" interaction effect is highly significant; (2) the West experienced a large increase in human capital as a result of the large net in-migration of adults from the Midwest; (3) more recently, this flow has decreased somewhat; (4) the West has been experiencing a large gain in black human capital from both the southern and northern states; and (5) a significant portion of the economic growth in the West appears, consequently, to have been subsidized by other regions, especially the Midwest. These rather large flows of human capital imply that the other regions are underinvesting in education, especially higher education. (Author)

**ED 113 241** SO 008 624

**Fernandez, Celestino And Others**

**High School Students' Perceptions of Social Studies. Occasional Paper No. 6.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Report No.—SCRD-T-Occas-Pap-6

Pub Date Aug 75

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Achievement Rating, Comparative Analysis, Curriculum Research, \*Educational Research, English, Grades (Scholastic), High School Students, Learning Motivation, Mathematics, \*Perception, Rural Urban Differences, Secondary Education, Social Influences, \*Social Studies, \*Student Attitudes, Student Evaluation, Success Factors

Students in eight urban and three suburban high schools were asked for their perceptions of social studies, mathematics, and English. Although most students thought that learning all three subjects was important, they believed that learning social studies was less important than learning mathematics and English. The majority thought that their grade in social studies was more important than learning the subject. The students felt that their parents, counselors, and friends supported these views. Fewer than one-third of the urban students were high on measures of articulation between social studies and future occupations. Social studies teachers were generally perceived as little different from other teachers on affective measures and only slightly higher as interested in students as people. Social studies was perceived as being easier than mathematics, a finding which tends to be reflected in students' grades. Problem areas for teachers of social studies are noted, and suggestions for dealing with them are offered. (Author/ND)

**ED 113 242** SO 008 625

**Current Social Issues: The Public's View. Findings from a Series of National Surveys, Spring 1975.**

Institute of Life Insurance, New York, N.Y.

Pub Date 75

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Consumer Economics, Family Life, Futures (of Society), \*National Surveys, \*Public Affairs Education, \*Public Opinion, Sex Role, \*Social Attitudes, \*Social Problems, Social Science Research, Statistical Analysis, Surveys

The findings of this national survey of public attitudes are the second in a series of reports reflecting important trends in American society. The survey is one of a number made on behalf of the life insurance business by the Institute of Life Insurance. Data for the survey were collected in personal interviews with 1,500 to 3,000 adults. Scientific procedures were followed to make the samples representative of the United States population 18 years old and over. Findings report the public's view on new attitudes toward the family, changes in traditional sex roles, people's orientation toward the present versus the future, feelings of personal control or lack of control, consumerism, civil rights, birth control, gun control, marijuana legalization, and communal living. The findings are reported in statistical percentage charts, along with brief narratives which analyze and interpret the data. (Author/JR)

**ED 113 243** SO 008 626

**A Senior High School Social Studies Unit on the Black Experience in America. Bulletin No. 279.**

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-279

Pub Date 75

Note—109p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—African History, Civil War (United States), Curriculum Guides, \*Ethnic Groups, Instructional Materials, \*Minority Groups, \*Negroes, Race Relations, Secondary Education, Social Studies, \*Social Studies Units, \*United States History

Prepared for senior high students at Montgomery County Public Schools, Rockville, Maryland, this curriculum guide focuses on the black experience in America, beginning with the roots of African heritage and extending to modern day events. The unit tells the story of the black American from his viewpoint, adding dimension to both American history and black history. The primary purpose of the course is to introduce students to the individuals, forces, and events that make up the experiences of the black people in America. Following an introduction describing the African background, the guide presents sections on the role of the blacks in the New World until Emancipation in 1863, Reconstruction to World War II, and the Black Revolution. Supplementary materials are included throughout the unit of study including a bibliography and listings of film and nonprint resources useful for a course on black studies. (Author/JR)

**ED 113 244** SO 008 628

**Epstein, Cynthia Fuchs**

**Reflections on the Women's Movement: An Assessment of Change and Its Limits.**

Spons Agency—Institute of Life Insurance, New York, N.Y.

Pub Date Aug 75

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Civil Rights, \*Equal Opportunities (Jobs), Family Life, Family Structure, \*Feminism, Sex Discrimination, \*Sex Role, Sex Stereotypes, Social Attitudes, Sociology, Womens Education, \*Womens Studies, \*Working Women

Recent changes in the social and economic roles of women are examined. These changes affect the lives of the largest single group in the United States and have resulted from a movement aimed not only at increased access to society's resources and power, but also at a redefinition of the identity of American women. Topics reviewed include women in the labor force, entry into male-dominated occupations and professions, competence and criteria, consequences of women's movement on professional and occupational practice, apprenticeship, minority women, women and education, women and money, women and politics, changes in the family structure, fertility, changing living arrangements, pressures on the family, and child care. The emphasis of this report is on economic changes because it is an important area in defining women's equality. Access to occupational opportunities has given women significant leverage in politics, as well as in the home. Their attitudes toward work have stimulated new versions about marriage and family life. (Author/DE)

**ED 113 245** SO 008 631

**Northrup, Terry**

**The "New Social Studies" Is Plural. Publication Number 6.**

North Carolina Univ., Greensboro. Humanistic Education Project.

Pub Date 1 Oct 74

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Discovery Learning, Discovery Processes, Educational History, Educational Philosophy, Educational Theories, Elementary Secondary Education, \*Inquiry Training, Learning Processes, \*Learning Theories, Progressive Education, Questioning Techniques, \*Social Studies, \*Teaching Methods

The writings of 33 authors in either curriculum theory or social studies are analyzed to determine whether each author supports structure-discovery views, reflective-inquiry views, or expresses views that tend to reflect both positions or neither position regarding the new approaches to teaching social studies. The structure-discovery method is designed to teach substantive concepts and



procedures from the knowledge structure of a specific discipline. Students, through problem solving, hypothesis testing, or some other involvement, determine the concepts or generalizations for themselves. The reflective-inquiry method is designed to develop each student's ability to make decisions about personal and societal problems. The "content" to be studied is not predetermined but is comprised of data needed to investigate the problem and make decisions about it. Reflective-inquiry emphasizes student values analysis, reflection, and classification in order to make a decision on a specific societal problem. Thirteen writers in the sample favor the structure-discovery approach; twelve favor the reflective-inquiry approach; while eight are inconsistent between the two approaches. Although some of the authors' views may have changed since completion of the study in 1971 and more materials have been recently written, the descriptions of positions can help teachers to conceptualize social studies teaching alternatives. (Author/DE)

**ED 113 246** SO 008 633

Williams, Catharine M.

**The Community as Textbook. Fastback 64.**

Phi Delta Kappa, Bloomington, Ind.

Pub Date 75

Note—32p.

Available from—Phi Delta Kappa Educational Foundation, 8th and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 per copy, any 8 titles \$4.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adult Education, Class Activities, Community Cooperation, Community Programs, Community Recreation Programs, \*Community Resources, \*Continuous Learning, Educational Alternatives, Educational Innovation, Elementary Secondary Education, Field Experience Programs, \*School Community Programs, \*School Community Relationship

Suggestions on how community resources can be organized and made available for both formal education activities and residents of a community are provided. Six categories of community resource learning experiences are examined, consisting of study strips, resource persons, community services, community resource maps, community surveys, and camping (outdoor education). Each activity is nonbook in character and usually takes place outside of the formal classroom situation. Most effective use of these resources requires advanced planning and a formalized use sequence including selection of the resource, preliminary arrangements, teacher-student planning and preparation, student experience with the resource, checking and follow-up, and evaluation. Full and proper use of community resources depends upon adequate administrative support. Funds should be allocated for the production, periodic updating, and distribution of community resource directories. Not only students but also community residents with leisure time can take advantage of these local resources to continue their education. The author suggests that all agencies in a community cooperate in publicizing their resources and helping people to explore them. (Author/DE)

**ED 113 247** SO 008 634

Mucsig, Raymond H.

**Aphorisms on Education: Some Thoughts on Contemporary Schooling. Fastback 40.**

Phi Delta Kappa, Bloomington, Ind.

Pub Date 74

Note—36p.

Available from—Phi Delta Kappa Educational Foundation, 8th and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 per copy, any 8 titles \$4.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Educational Philosophy, \*Educational Principles, \*Educational Theories, History, Intellectualization, \*Literary Genres, \*Literary History, Literature, Primary Sources

Identifiers—\*Aphorisms

The author provides 79 short maxims on the nature of contemporary education. An aphorism is defined as a short pithy statement of truth as perceived by the author. As an introduction, 12 characteristics of aphorisms, a short historical survey of aphorisms, and examples by well-known writers are provided. Aphorisms, usually brief, may use words interestingly, may capture penetrating perceptions in a down-to-earth

manner, and are often biographical inspirational, cynical, depressing, upsetting, tragic, humorous, hortatory, and inconsistent. Frequently aphorisms may confuse a situation more than clarify it and may be void of meaning. (Author/DE)

**ED 113 248** SO 008 635

Sexton, Thomas G. Poling, Donald R.

**Can Intelligence Be Taught? Fastback 29.**

Phi Delta Kappa, Bloomington, Ind.

Pub Date 73

Note—36p.

Available from—Phi Delta Kappa Educational Foundation, 8th and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 per copy, any 8 titles \$4.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Educational Alternatives, Educational Innovation, Educational Psychology, Educational Research, Intellectual Development, \*Intelligence, Intelligence Level, Intelligence Quotient, \*Learning Processes, \*Mental Development, \*Progressive Relaxation, Psychological Studies, \*Psychology

Identifiers—Autogenic Therapy, \*Biofeedback, Bulgarian Suggestopedia, Hypnedia, Transcendental Meditation, Yoga

This booklet cites evidence indicating that intelligence can be trained, given a physiologically normal student and an intensely persistent tutor. Methodologies for increasing mental efficiency have in common the principle of coordination of physical and mental processes, whether achieved by simple relaxation training, brain polarization, or biofeedback. Successful evidence and short descriptions of the processes are provided for transcendental meditation, yoga, hypnedia, Bulgarian suggestopedia, autogenic therapy, progressive relaxation, and biofeedback. Current applications of biofeedback, descriptions of biofeedback instruments, and suggestions for a hypothetical biofeedback learning center using relatively inexpensive biofeedback equipment are provided. Also included are a source and price list of biofeedback instruments and a list of recommended reading. (Author/DE)

**ED 113 249** SO 008 640

Daly, Richard F.

**Social System of River City High School Senior Class: Socio-economic Status (SES).**

Pub Date [75]

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Curricular Activities, Grades (Scholastic), \*High School Students, Peer Groups, Secondary Education, Sex Differences, \*Social Behavior, \*Social Science Research, Social Sciences, Social Structure, \*Social Systems, Socioeconomic Background, Socioeconomic Influences, \*Socioeconomic Status

The goal of this study was to investigate the relationship between an adolescent's socioeconomic status (SES) and selected variables of the sub-systems of the River City High School senior class social system during the 1974-75 academic year. Variables for study were selected from each of the three sub-systems of the senior class social system: grade point average of the subjects was selected from the formal sub-system; amount of cocurricular activities participated in by the subjects was selected from the semiformal sub-system; such family and community characteristics as sex, SES, and residence (town or farm) of the best friend of the subjects were selected from the informal sub-system. Although more variables showed significant correlations with SES for girls than for boys, the boys showed higher correlations on those variables that did reach significance. It was concluded that the social behavior of adolescents in the sub-systems of the River City High School senior class social system appears to be related functionally to the positions their families occupy in the social structure of the community. (Author/ND)

**ED 113 250** SO 008 641

Sorgman, Margo I. Uhlenberg, Donald M.

**Interests of Upper Elementary Students in Human Geography and Their Perceptions of Effective Learning Environments.**

Pub Date 2 May 75

Note—15p.; Paper presented at Annual Conference of the Rocky Mountain Social Science Association (17th, Denver, Colorado, May 1-3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Cognitive Ability, Ecology, Educational Environment, \*Educational Research, Elementary Education, Field Trips, Geography, \*Geography Instruction, \*Human Geography, \*Inquiry Training, Perception, Social Sciences, Social Studies, \*Student Interests

Students' interests are assessed in human geography and in the man-land orientation (how people have adjusted and adapted their environment). The major problems investigated are to determine which areas of human geography are of most interest to upper elementary students, and to assess the perceptions of these students regarding the best place to learn about those areas of interest. The test sample was composed of 30 students each from fourth, fifth, and sixth grades of a lower middle income, urban elementary school. A questionnaire consisting of 32 inquiry questions derived from "Focus on Man: Social Studies for Utah Schools," a prospectus published by the Utah State Board of Education, was used because it is inquiry oriented, focuses on the human aspects of geography, and is the basic reference for social studies in Utah elementary schools. It was concluded that the man-land approach is appropriate for geographic inquiry in the upper elementary school grades. Recommendations for teaching the man-land approach to geography for upper elementary students are given. (Author/ND)

**ED 113 251** SO 008 642

Gerlach, Ronald A. Lamprecht, Lynne W.

**Teaching About the Law.**

Pub Date 75

Note—354p.

Available from—The W. H. Anderson Company, 646 Main Street, Cincinnati, Ohio 45201 (\$9.95)

**Document Not Available from EDRS**

Descriptors—Audiovisual Aids, Case Studies, Community Resources, \*Curriculum Development, Elementary Secondary Education, Evaluation, Instructional Innovation, Instructional Materials, \*Law Instruction, Laws, Learning Activities, Projects, \*Resource Guides, Simulation, \*Social Studies, Teacher Education, \*Teaching Techniques, Values

The practitioner-oriented book provides objectives and goals, learning activities, resources, teaching techniques, and other sources helpful for K-12 teachers developing, planning, and implementing law education programs in the social studies classroom. The first chapter examines the role of the law and society, goals for instruction, and law for the layman. The second chapter defines good citizenship as a primary concern in law education and compares the traditional citizen courses to the new direction. A variety of selected curriculum materials for law studies are described in the third chapter, followed by a presentation of audiovisual resources in the fourth chapter. Community resources which may be used by teachers to enrich law studies are incorporated into chapter five. Legal reference materials are discussed in chapter six. Chapters one through ten focus on the following teaching strategies: the case study approach; value clarification strategies; simulation, role playing, and gaming; and evaluation strategies. In the eleventh chapter, ways to incorporate a law program into the school curriculum are examined. The last chapter describes models for training and development of qualified law studies instructors. (Author/JR)

**ED 113 252** 95 SO 008 643

Gregory, Paul R.

**Educational Input and Fertility Response. Final Report.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 9 Sep 75

Grant—NE-G-00-3-0171

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Academic Achievement, \*Birth Rate, \*Demography, \*Education, Educational Opportunities, Family Management, \*Family Planning, Marriage, National Surveys, Parental Aspiration, Parent Education, Population Trends, \*Social Science Research, Socioeconomic Influences

This report summarizes the most important findings in a study designed to investigate the linkages between education and fertility in the

United States. The data base for this investigation is the National Longitudinal Survey (NLS) of women aged 30 through 44 by the Bureau of Census. The basic hypothesis is that education will affect fertility and that fertility and marriage decisions will affect educational choice. Results indicate that a woman marrying and having her first child at age 16 will complete 3.5 fewer years education than a woman who never marries. Educational choice is significantly affected by the individual's socioeconomic status—as reflected in parents' education and occupation—and by attitudes towards housework and child care activities. The total cost of children, both explicit and implicit, varies not only with family size, but also with the timing of family formation. It is apparent that if child births are delayed until the mother has completed her formal education, then the foregone education costs of fertility will be minimal. (Author/DE)

ED 113 253 SO 008 644

Ball, Bruce P. Walcott, Anne  
The Undergraduate Internship Technique: An Essay on Program Development.

Pub Date 75  
Note—17p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Curriculum, Educational Programs, Field Experience Programs, Higher Education, \*Internship Programs, Learning Experience, \*Political Science, Practicums, Program Design, \*Program Development, Program Evaluation, Teaching Methods

The purpose of this paper is to assist interested faculty members in designing, developing, and evaluating political internships so as to produce the best learning experience possible. Political internship is a program developed to teach college students about politics and government by exposing them to a "real world" political experience. It can also assist future graduates in developing contacts and references useful in the job market. Three issues that are addressed include (1) the concept of political internship, (2) the role that internship plays in a contemporary political science curriculum, and (3) some of the important questions that should be raised in developing or evaluating internship programs. Recommendations are given for dealing with these concerns. Emphasized is recognition that the internship program complement and enhance the classroom experience rather than merely be a job training program. (Author/ND)

ED 113 254 SO 008 645

World Cultures. Social Studies Grade Nine.  
Baltimore City Public Schools, Md.

Pub Date 75  
Note—230p.

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—\*Anthropology, \*Cross Cultural Studies, \*Cultural Awareness, Cultural Context, Cultural Differences, Culture, \*Global Approach, Grade 9, Inquiry Training, Secondary Education, Social Studies, \*Social Studies Units, Teaching Guides, World History

The purpose of this teaching guide on anthropology for ninth-grade students is to provide them with an opportunity to study perception, disparate societies, and the similarities and dissimilarities that exist among societies. The content material is world history used to illustrate general historical problems and processes and approached from the viewpoint of cultural anthropology. As a course of study, the guide proposes an inquiry-conceptual approach to the investigation of significant topics. It develops modes and processes of inquiry along with concepts that are useful in reflectively studying issues in the closed areas of culture. Nine units comprise the instructional episodes of this guide: Perception: To Understand Is to Invent; Origins of Humanness; Emergence of Complex Societies; Rise and Transformation of Civilization as a Model of Cultural Change; Medieval Civilizations: Europe, Islam, and Africa; Rise of the West; The Industrial Revolution as a Strategy of Adaptation; Conflict and Consensus in Complex Societies; and Impact of Complex Societies on Traditional Ones. Each unit is one- to five-weeks long. (Author/ND)

ED 113 255 SO 008 646

Davies, Richard Ed  
Response of Church Related Adults to the Film, "Parable."

Pub Date 75  
Note—13p.; Paper presented at the International Convention of the Religious Education Association (Philadelphia, Pennsylvania, November 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adults, Affective Tests, Allegory, Beliefs, Christianity, \*Emotional Response, \*Films, Post Testing, Religion, \*Religious Education, Religious Factors, \*Social Science Research

The purpose of this study was to investigate response to the film, "Parable," a 20-minute color film which depicts a clown in a circus setting and which has no dialog but evokes strong emotional/affective reactions. Postviewing reactions to the film by 141 adults from age 20 to 70 of United Methodist churches in southern Indiana were researched. Although the film is more frequently shown to youth, adults were queried because it was felt that adult theological belief systems are more fully developed. The study attempts to describe their reactions and relate the reactions to patterns of theological belief. Theological belief was measured by having participants complete Lee's (1965) Religious Belief Inventory before they watched the film. Emotional/affective reactions were measured by (1) previewing and postviewing completion of Burors' Multiple Affect Adjective Check List (1972), and (2) postfilm semantic differential responses to 11 film-related stimuli. Despite the film being subject to various interpretations, it was concluded that most people who are conversant with the Christian tradition see the film as an obvious allegory in which the clown represents Jesus Christ and the circus represents the world. (The film "Parable" is available from the Council of Churches of the City of New York, 475 Riverside Drive, Suite 456, New York, N. Y. 10027.) (Author/ND)

ED 113 256 SO 008 652

Population Problems, Teacher's Guide. Environmental Education Unit, Twelfth Grade Sociology.

Little Rock School District, Ark.  
Pub Date [75]  
Note—70p.; Not available in hard copy due to marginal legibility of original document; Related documents are SO 008 427-429

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Guides, \*Demography, \*Environmental Education, Grade 12, Instructional Materials, \*Overpopulation, \*Population Education, Population Growth, Secondary Education, Social Influences, Social Studies Units, Sociology, Teaching Guides

Identifiers—\*Environmental Education Project, ESEA Title III

Human population growth and the implications of increasing population on the well-being of men and nations is examined in this twelfth grade curriculum guide which is part of a series for grades 4 through 12. The primary functions of the unit are to introduce the student to reasons for population growth, results of overextended populations, and solutions to overpopulation. Consideration is also given to political and sociological problems which arise as adjuncts to the question of population. The component parts of this guide are: an overview of the unit, the major concepts in the unit, behavioral objectives, daily schedule, lesson plans for classroom activities, a pretest for the unit, and student and teacher evaluation forms. The unit requires three weeks to complete, and is structured around 15 student-centered activities which include films, survey questionnaires, filmstrips, student readings, discussion activities, data analysis, and role playing. (Author/DE)

ED 113 257 SO 008 653

Anderson, Randall C.  
Behavioral Sciences in Secondary Schools: An Inquiry-Oriented Interdisciplinary Approach to the Human Behavioral Sciences in Social Studies. Professional Education Series.

Pub Date 75  
Note—122p.  
Available from—Professional Educators Publications, Inc., Lincoln, Nebraska 68501 (\$2.25)  
Document Not Available from EDRS

Descriptors—Anthropology, \*Behavioral Sciences, \*Behavior Patterns, Behavior Theories, Curriculum Development, \*Educational Trends, Inquiry Training, Psychology, Questioning Techniques, Secondary Education, Social Behavior, Socially Deviant Behavior, \*Social Problems, Social Psychology, Social Sciences, \*Social Studies, Sociology

Trends in secondary-level behavioral science curriculum development, informational background, and strategies for teaching behavioral science concepts are provided in this book. Chapters one through three define the behavioral sciences and examine their changing role and status in social studies education. Chapters four through six develop instructional strategies that teach significant behavioral science themes in the secondary social studies. At the conclusion of each major theme, there is a set of assumptions for student inquiry which have been developed to aid teachers in motivating reflective inquiry in their classroom discussion of these topics. Each assumption is designed to promote critical analysis through data gathering and interpretation. The behavioral science themes under examination include futuristics, birth control and family planning, genetic manipulation, euthanasia, environmental pollution, nourishment, psychological trauma, alcohol and drug abuse, sex, murder, suicide, alienation, divorce, juvenile delinquency, prison reform, and mental illness. (Author/DE)

ED 113 258 SO 008 654

Gibson, Campbell Wetogran, Signe  
Population Estimates and Projections: Projections of the Population of the United States, 1975 to 2050. Current Population Reports, Series P-25, No. 601.

Bureau of the Census (DOC), Suitland, Md.  
Pub Date Oct 75  
Note—151p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.95)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Birth Rate, Census Figures, \*Demography, \*Futures (of Society), National Demography, \*Negro Population Trends, \*Population Growth, \*Population Trends, Racial Composition, Social Science Research, Statistical Studies

This report presents population projections of the United States by age, sex, and the components of population changes, births, deaths, and net immigration. These projections are shown annually by race—white and black—from 1975 to 2000 and in less detail for the total population from 2000 to 2050. In 1974, the population of the United States, including Armed Forces overseas, was about 212 million and had increased by 0.7 percent during the preceding year. While the total population has increased throughout American history, the rate of growth has undergone a long-term decline with the only major interruption being due to the baby boom following World War II. Projecting for three different fertility rates, the report suggests that the population will continue to grow throughout the remainder of the twentieth century at rates which could fall below the current low rate and which are unlikely to reach the relatively high rate of the 1950s. The black population is projected to grow at a higher rate than the white population because it has a younger age structure and higher fertility rates. (Author/DE)

ED 113 259 SO 008 656

On Campus with Women. Number 11.  
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; EXXON Education Foundation, New York, N.Y.

Pub Date May 75  
Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Civil Rights, Civil Rights Legislation, Coeducation, Equal Education, \*Equal Opportunities (Jobs), Females, \*Feminism, Higher Education, Minority Groups, \*Newsletters, Sex Discrimination, Womens Athletics, \*Womens Education, Womens Studies

This occasional newsletter summarizes a variety of activities concerning women on campuses and in the job market across the United States. Top-

ics covered in the newsletter are affirmative action and employment, education of women, coeducation and admissions, and sports. A number of specific reports of activities are found under each topic. For example, in this issue the section "Affirmative Action and Employment" includes State Agencies Bar Discrimination: Massachusetts Colleges to Pay; Educational Testing Service (ETS) Confirms That Women Earn Less; and American Sociological Association (ASA) Charts New Role for Professional Organizations. The newsletter and single copies of other materials are available free from the Project. (To be placed on their mailing list, write to Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.) (ND)

**ED 113 260** SO 008 658

*Spekke, Andrew A., Ed.*  
**The Next 25 Years: Crisis and Opportunity.**  
World Future Society, Washington, D.C.  
Pub Date 75

Note—376p.; Produced in conjunction with General Assembly of the World Future Society (Second, Washington, D.C., June 2-5, 1975). Available from—Book Service, World Future Society, 4916 St. Elmo Avenue, Washington, D.C. 20014 (\$8.00)

**Document Not Available from EDRS**

Descriptors—Art, Ecology, Economic Change, \*Futures (of Society), \*Global Approach, Higher Education, Justice, Philosophy, \*Planning, Political Issues, \*Prediction, Sex Education, \*Social Change, Social Development, Technological Advancement, World Problems

This volume contains a selection of 43 papers submitted in advance to the World Future Society's Second General Assembly. Papers were selected for their general interest and relevance to the theme of the meeting—a look at the prospects for mankind during the final quarter of the 20th century. Authors include Roy Amara, Lester Brown, Jay W. Forrester, Willis Harman, Herman Kahn, John Platt, Robert Theobald, and others. Articles present and examine new dimensions of the future and problems that the world is facing; goals for the global society; the world community and its future; problems and possible consequences of politics, democracy, and economic alternatives; social inventions, women as futurists, and futures studies; intimate relationships, sex, and the future; the future of art and design; criminal justice and the law, and its relation to the future; and forecasting and possible new policies. (Author/JR)

**ED 113 261** SO 008 660

*Kenworthy, Leonard S.*  
**Studying India in Elementary and Secondary Schools. World Affairs Guide.**

Pub Date 75

Note—67p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 (\$2.75 paperback)

**Document Not Available from EDRS**

Descriptors—Area Studies, \*Asian Studies, Course Content, \*Cultural Awareness, Curriculum Planning, Curriculum Problems, Elementary Secondary Education, \*Foreign Culture, Global Approach, Guides, Political Science, Resources, \*Social Studies, World Affairs, World History, World Problems

Identifiers—India

One of several World Affairs Guides, this booklet focuses on India as a region to be included in any K-12 social studies curriculum plan. It is felt that modern students in the United States should know a great deal about other significant areas of the world. India is thought to be significant because of its rich history, cultural contributions, regional political influence, large population, potential power, and comparative value as a case study of development. The following sections are contained in the guide: The Importance of Studying India, Some Difficulties in Teaching About India, Background and Ideas to Stress, Curriculum Proposals and Methods, Resources for Studying India, and Addresses of Organizations and Publishers. Other guides on China, Japan, the USSR, and Africa cover the same or similar topics and follow the same format. The documents are available from the Teachers College Press. (Author/ND)

**ED 113 262** 95 SO 008 663

*Saad, Geti, Comp.*

**Selected Bibliography of Educational Materials in Pakistan, Vol. 8, No. 2, 1974: Period Covered, April-June, 1974.**

National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-74-53392-2

Pub Date 74

Note—59p.; Not available in hard copy due to marginal legibility of original document; For a related document, see ED 107 593

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Abstracts, Adult Education, \*Annotated Bibliographies, \*Comparative Education, \*Educational Development, Educational Philosophy, Educational Policy, Educational Research, Elementary Secondary Education, Higher Education, Teacher Education, \*Teachers, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 103 entries of selected educational materials in Pakistan covering the period April through June, 1974. The materials are organized into 28 categories: Administration, Organization, and Financing of Education; Adult Education; Comparative Education; Curriculum; Education Goals; Educational Planning; Education Reforms; Educational Research; Examination; Health Education; Higher Education; History of Education; Islamic Education; Teaching of Languages; Libraries; Medical Education; Philosophy of Education; Psychology; Science Education; Sociology; Students' Problems; Teacher Education; Teaching Methods and Media; Technical Education; Textbooks; Women's Education; General; and a special section on Teachers. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. An Author index concludes the document. (JR)

**ED 113 263** SO 008 665

**Education for Global Interdependence. A Report with Recommendations to the Government/Academic Interface Committee.**

American Council on Education, Washington, D.C. International Education Project.

Pub Date [75]

Note—122p.

Available from—International Education Project, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (free)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Educational Assessment, \*Educational Needs, Educational Objectives, Educational Planning, Educational Strategies, Foreign Relations, Futures (of Society), \*Global Approach, Group Unity, \*Higher Education, Interagency Coordination, International Education, \*Public Affairs Education, World Affairs, World Problems

Identifiers—\*International Cooperation

With upcoming global realities of interdependence in mind, this report attempts to usefully inform citizens, educators, and policy makers about worldwide educational issues. The result of a colloquy among representatives of a wide variety of educational interests and federal agency interests, the report provides recommendations for ways that colleges and universities might become more useful catalysts and partners. Recommendations include suggested actions by the federal government, state governments, educational institutions, and private foundations. Chapter one discusses the global setting, chapter two points to the national (U.S.) need for public understanding, and chapter three presents the national need for expert knowledge. Appendices relate specific occurrences and activities to the needs for understanding and knowledge. (Author/ND)

**ED 113 264** SO 008 666

*Baker, Therese*

**Sex Differences in Social Behavior.**

Pub Date Apr 75

Note—9p.; Paper presented at the Midwest Regional Women's Studies Conference (Bloomington, Indiana, April 4-6, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Biological Influences, \*Child Development, Cultural Factors, Developmental Psychology, Nature Nurture Controversy, \*Sex Differences, Sex Discrimination, \*Sex Role,

\*Sex Stereotypes, Social Behavior, Social Influences, Socialization, Social Psychology, Social Science Research, Sociology, \*Womens Studies

Examining theories from a wide spectrum of disciplines, this paper categorizes research on sex differences in social behavior into four groups and examines the implications of each. The first category of research interprets sex differences as the result of anatomical differences which later affect psychological roles. The implication of this category is that sex differences are difficult if not impossible to change. The second category interprets sex differences as the result of group roles which an individual culture assigns to the different sexes. The implication of this category is that sex differences are minor and subject to change once a culture changes. The third category interprets sex differences as a process where the child develops gender identity as a part of a natural tendency to organize observations of the physical world. The fourth category interprets sex differences as the result of behavior reinforcement by parents and society. The implication of the last two categories is that sex differences can vary according to degree of sexism within a society. (Author/DE)

**ED 113 265** SO 008 667

*Taylor, Thomas C.*

**A Study of the Relationship between Selected Non-music Major Eastern Kentucky University Students' High School Musical-Athletic Backgrounds and their Knowledge, Preferences, and Opinions of the Eastern Kentucky University Marching Band.**

Pub Date Feb 73

Note—70p.; Paper presented at the Annual Meeting of the Kentucky Music Educators Association (Owensboro, Kentucky, February 1973)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Athletics, \*Bands (Music), College Students, Educational Research, Higher Education, Music, \*Music Activities, \*Music Appreciation, Music Techniques, Questionnaires, \*Student Attitudes

Identifiers—Eastern Kentucky University, Half-time Shows, Marching Bands

This study measures the knowledge, preferences, and opinions of Eastern Kentucky University football fans about their marching band and relates high school musical and/or athletic experience to those preferences. Data was obtained from a questionnaire distributed to a sample of the student body. The results indicate that people with musical backgrounds felt that the halftime show was more important than people with athletic backgrounds. People with musical and/or athletic backgrounds, through that marching style was more important than musical style. Most people preferred precision drill to pageantry shows; popular music, jazz, and Broadway show tunes to marches, rock, and serious music; and felt that majorettes and flag carriers added to a halftime show, but did not claim to watch the flag routines. (Author/DE)

**ED 113 266** SO 008 670

*Spivey, J. Carlisle*

**World Food Supply: A Global Development Studies Case Study. Revised Edition, 1975.**

Management Inst. for National Development, New York, N.Y.

Pub Date 75

Note—111p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Developing Nations, Economic Disadvantage, \*Food, Futures (of Society), \*Global Approach, Higher Education, \*Hunger, Instructional Materials, Nutrition, Resource Materials, Secondary Education, \*Social Studies Units, Teaching Techniques, World Affairs, \*World Problems

Identifiers—Interdependence

Designed for use in a secondary or undergraduate level course on global development, this case study examines the current crisis in the world food supply. The study is divided into three main parts, each dealing with a key question of world food supply: (1) What Is Hunger? (2) Why Is There Hunger? (3) What Is Being Done? Section 1 defines hunger in terms of nutrition, humanity, and development, providing a brief history of the food shortage. Section 2 analyzes the factors responsible for the present condition of the world food supply including the role of nature, the role of agricultural production, and the



role of government policy. Section 3 discusses research and relief programs and the United Nations World Food Conference. Also included in the study is an instruction guide which suggests techniques and resources giving greater depth of understanding to the issues. The guide contains a discussion of key teaching strategies, tips on methodology, suggestions on topics and questions for classroom discussion, and information on resource materials and organizations. (Author/DE)

ED 113 267 SO 008 671

**Global Studies Workshop: Amherst, Massachusetts, May 16-17, 1975. Report.** Management Inst. for National Development, New York, N.Y.; Massachusetts Univ., Amherst.

Pub Date 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College Instruction, Conference Reports, \*Curriculum Development, \*Global Approach, Instructional Materials, \*International Education, Secondary Education, Social Sciences, Teaching Techniques, \*World Affairs, World Problems

The conference report of the Global Studies Workshop held in Amherst, Massachusetts, May 16-17, 1975 is presented. The workshop provided a meeting place for educators from both the secondary and college levels to share concerns, ideas, and techniques in the teaching of global studies. Two key questions were addressed throughout the workshop concerned with the goals of a global studies course and the issues, concepts, and problems which such a course should address. Four goals for global studies were identified along with recommendations and suggestions for further action. A short narrative is presented on the Amherst interpretations of the sessions, based on the group meetings. The document concludes with a selected list of references, curricula, films, and other resources useful in teaching global studies. A list of conference participants is included in the document. (Author/JR)

ED 113 268 95 SO 008 672

**Rossell, Christine H.**  
**The Political and Social Impact of School Desegregation Policy: A Preliminary Report.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—102p.; For a related document, see ED 102 263; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

Available from—Christine H. Rossell, Political Science Department, Boston University, Boston, Massachusetts 02215 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Boards of Education, Elections, \*Integration Effects, \*Integration Studies, Interaction Process Analysis, \*Local Issues, Neighborhood Integration, Northern Schools, Political Power, Political Science, \*Racial Integration, \*School Integration, Social Change, Social Influences, Social Integration, Social Science Research, Sociology, Voting

**Identifiers**—\*White Flight

The impact of school desegregation policy on community voting patterns and white flight in northern school districts is analyzed. Both voting behavior and white flight are considered two indicators of the success of school desegregation in achieving community social integration. School board elections, school tax referenda voting trends, and school racial composition data in the northern school districts over a 10-year period are examined. The results indicate that school desegregation increases voter turnout and dissent voting. While the increase in school board election turnout appears to be fairly permanent, the increase in dissent voting is only temporary. Therefore, in many communities school desegregation has more socially integrative characteristics than disintegrative with regard to voting behavior. In 86 northern school districts, school desegregation has little or no effect on white flight, as measured by the change in percentage of white students enrolled in public schools. Even in the two high desegregating school districts, white flight is minimal and temporary. While one cannot conclude that school

desegregation has increased social integration by the third year after a major desegregation plan, the opposite conclusion is not warranted either. (Author/DE)

ED 113 269 SO 008 673

**Klaff, Vivian. Handler, Paul.**  
**Computer Assisted Instruction of Population Dynamics: A New Approach to Population Education. Report No. T-19.**

Illinois Univ., Urbana. Coordinated Science Lab. Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Aug 75

Note—56p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Computer Assisted Instruction, Computer Oriented Programs, \*Demography, Educational Innovation, Futures (of Society), Global Approach, Higher Education, Instructional Media, \*Population Education, Population Growth, Population Trends, Secondary Education, \*Teaching Techniques, World Affairs, \*World Problems

Available on the University of Illinois PLATO IV Computer system, the Population Dynamic Group computer-aided instruction program for teaching population dynamics is described and explained. The computer-generated visual graphics enable fast and intuitive understanding of the dynamics of population and of the concepts and data of population. The basic program is a population projection model which can forecast the population of over 120 countries, based on either constant or changing 1970 demographic parameter assumptions. Basic data are 1970 total population, age composition categorized into 18 five-year intervals, period age specific fertility rates, and a cohort specific mortality rate schedule. Other programs in the series contribute additional parameters including economic development, educational development, food demand and supply, energy demand, labor force analysis, migration and urbanization, population history, and birth control use. These materials explain how to use the system; provide information on concepts, definition, and the program algorithms; and provide suggestions for the practical applications of the program. (Author/DE)

ED 113 270 SO 008 674

**Mothers Too Soon. Draper World Population Fund Report, No. 1, Autumn 1975.**

Draper World Population Fund, Washington, D.C.

Pub Date 75

Note—29p.

Available from—Population Crisis Committee, 1835 K Street, N.W., Washington, D.C. 20006 (free)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Demography, Developed Nations, Developing Nations, \*Family Planning, Marriage, \*Mothers, Parent Education, \*Population Education, \*Population Trends, Reproduction (Biology), \*Social Influences, Teenagers

**Identifiers**—China, Indonesia, Islamic Countries

Six articles provide an overview of the problems of early marriage and/or adolescent pregnancy in both developed and developing nations. The first article reveals that social factors outweigh the biological in the reproduction process and reports that each year over 15 million babies are born to girls under 20, who become mothers too soon to achieve their full potential as educated active citizens and too soon to provide optimal care and support for their babies. The second article examines early marriage and pregnancy in traditional Islamic society. An expert on Chinese population policies, in the third article highlights the priority which the Chinese have given to raising the marriage age to increase female participation in national development and to reduce population. Sex and reproduction, which are constantly rising, among American teenage women are examined in the fourth article. The fifth article presents the problems of teenage pregnancies as high risks for infants. Marriage law reform in Indonesia is examined in the sixth article with respect to the struggle for equal rights for women. The last article presents the biological aspects of teenage pregnancy. Also included in the report are memorial tributes to William Draper by leaders in the international population field. (Author/JR)

ED 113 271 SO 008 676

**McCabe, Milo F.**

**Teachers Guide to Man and the Economic Society: A Social Studies Curriculum Supplement.**

South Dakota Univ., Vermillion. Center for Economic Education.

Spons Agency—South Dakota State Div. of Elementary and Secondary Education, Pierre.

Pub Date 75

Note—85p.; For related documents, see SO 008 677-680

Available from—South Dakota Council on Economic Education, 201 Patterson Hall, University of South Dakota, Vermillion, South Dakota 57069 (\$3.50)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Banking, Concept Teaching, Course Content, Curriculum Guides, \*Economic Education, Economic Factors, \*Economics, Elementary Secondary Education, Productivity, Resource Guides, Socialization, Social Sciences, Social Structure, \*Social Studies, \*Socioeconomic Influences, \*Sociology

**Identifiers**—Senesh (Lawrence), \*South Dakota

Endeavoring to reach a goal of economic literacy, this K-12 economic resource guide provides the teacher with a context, concepts, and content about the economics of American society and the study of economics in general. Its purpose is to shorten the amount of work and time that a teacher needs to spend on reading and locating material. Based upon Lawrence Senesh's conceptual framework, this resource guide presents eight economic units: Man and His Environment; Socialization of Man; Economic Society: A Social Institution; Economic System or Market; Consumption Function and the Product Market; The Production Function and the Factor Market; Modifications of the Market Mechanism; and Measuring and Determining the Performance of the Economic System: Growth and Stability. Each unit includes a description of the context, a list of economic concepts related to the topic, and detailed outlines of the content areas. Short histories of money and banking in appendices conclude the guide. (This guide is part of a series, SO 008 676 through SO 008 680.) (Author/ND)

ED 113 272 SO 008 677

**McCabe, Milo F.**

**Teachers Guide to Economic Concepts: Grade K-3.**

South Dakota Univ., Vermillion. Center for Economic Education.

Spons Agency—South Dakota State Div. of Elementary and Secondary Education, Pierre.

Pub Date 75

Note—225p.; For related documents, see SO 008 676, 678-680

Available from—South Dakota Council on Economic Education 201 Patterson Hall, University of South Dakota, Vermillion, South Dakota 57069 (\$3.50)

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Business Education, \*Concept Teaching, Consumer Economics, Consumer Education, \*Consumer Science, Early Childhood Education, \*Economic Education, Economic Factors, \*Economics, Primary Education, Resource Guides, Resource Materials, Social Studies

**Identifiers**—\*South Dakota

This grades K-3 teachers guide is one of five resource guides developed to aid teachers in helping students in South Dakota to achieve a high degree of economic literacy. It is felt that schools must prepare students at all grade levels to develop an understanding of the economy in which they live. This guide was specifically prepared to assist elementary school teachers, preservice students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies, and gives suggestions as to how these concepts might be taught at different grade levels. Fifty-seven economic concepts such as agriculture, borrowing, money, and transportation are included in this guide. Under each concept the following information is recorded: the grade level, the source in which located, the author and/or publisher, a brief summation of it, and the page on which it is located in the source. Resource users are encouraged to add, delete, or adapt these concepts to their own needs and preferences. (Author/ND)

ED 113 273 SO 008 678

McCabe, Milo F.

**Teachers Guide to Economic Concepts: Grade 4-6.** South Dakota Univ., Vermillion. Center for Economic Education.

Spons Agency—South Dakota State Div. of Elementary and Secondary Education, Pierre.

Pub Date 75

Note—531p.; For related documents, see SO 008 676, 677 and 679, 680

Available from—South Dakota Council on Economic Education, 201 Patterson Hall, University of South Dakota, Vermillion, South Dakota 57069 (\$6.50)

**EDRS Price MF-\$0.92 HC-\$27.29 Plus Postage**

Descriptors—Business Education, \*Concept Teaching, Consumer Economics, Consumer Education, \*Consumer Science, \*Economic Education, Economic Factors, \*Economics, Elementary Education, Intermediate Grades, Resource Guides, Resource Materials, Social Studies

Identifiers—\*South Dakota

This grades 4-6 teachers guide is one of five resource guides developed to aid teachers in helping students in South Dakota to achieve a high degree of economic literacy. It is felt that schools must prepare students at all grade levels to develop an understanding of the economy in which they live. This guide was specifically prepared to assist elementary school teachers, preservice students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies, and gives suggestions as to how these concepts might be taught at different grade levels. Fifty-seven economic concepts such as agriculture, budgeting, saving, and trade are included in this guide. Under each concept the following information is recorded: the grade level, the source in which located, the author and/or publisher, a brief summation of it, and the page on which it is located in the source. Resource users are encouraged to add, delete, or adapt these concepts to their own needs and preferences. (Author/ND)

ED 113 274 SO 008 679

McCabe, Milo F.

**Teachers Guide to Economic Concepts: Grade 7-9.** South Dakota Univ., Vermillion. Center for Economic Education.

Spons Agency—South Dakota State Div. of Elementary and Secondary Education, Pierre.

Pub Date 75

Note—48p.; For related documents, see SO 008 676-678 and 680

Available from—South Dakota Council on Economic Education, 201 Patterson Hall, University of South Dakota, Vermillion, South Dakota 57069 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Business Education, \*Concept Teaching, Consumer Economics, Consumer Education, \*Consumer Science, \*Economic Education, Economic Factors, \*Economics, Elementary Secondary Education, Junior High Schools, Resource Guides, Resource Materials, Social Studies

Identifiers—\*South Dakota

This grades 7-9 teachers guide is one of five resource guides to aid teachers in helping students in South Dakota to achieve a high degree of economic literacy. It is felt that schools must prepare students at all grade levels to develop an understanding of the economy in which they live. This guide was specifically prepared to assist elementary and secondary school teachers, preservice students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies, and gives suggestions as to how these concepts might be taught at different grade levels. Fifty-four economic concepts such as banks, efficiency, markets, and urban problems are included in this guide. Under each concept the following information is recorded: the grade level, the source in which located, the author and/or publisher, a brief summation of it, and the page on which it is located in the source. Resource users are encouraged to add, delete, or adapt these concepts to their own needs and preferences. (Author/ND)

ED 113 275

McCabe, Milo F.

**Teachers Guide to Economic Concepts: Grade 10-12.**

South Dakota Univ., Vermillion. Center for Economic Education.

Spons Agency—South Dakota State Div. of Elementary and Secondary Education, Pierre.

Pub Date 75

Note—126p.; For related documents, see SO 008 676-679

Available from—South Dakota Council on Economic Education, 201 Patterson Hall, University of South Dakota, Vermillion, South Dakota 57069 (\$3.50)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Business Education, \*Concept Teaching, Consumer Economics, Consumer Education, \*Consumer Science, \*Economic Education, Economic Factors, \*Economics, Resource Guides, Resource Materials, Secondary Education, Senior High Schools, Social Studies

Identifiers—\*South Dakota

This grades 10-12 teachers guide is one of five resource guides developed to aid teachers in helping students in South Dakota to achieve a high degree of economic literacy. It is felt that schools must prepare students at all grade levels to develop an understanding of the economy in which they live. This guide was specifically prepared to assist secondary school teachers, preservice students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies, and gives suggestions as to how these concepts might be taught at different grade levels. Fifty-seven economic concepts such as city planning, land or natural resources, taxation, and economic systems are included in this guide. Under each concept the following information is recorded: the grade level, the source in which located, the author and/or publisher, a brief summation of it, and the page on which it is located in the source. Resource users are encouraged to add, delete, or adapt these concepts to their own needs and preferences. (Author/ND)

ED 113 276 SO 008 681

**Nonformal Education in Ecuador, 1971-1975. An Approach to Nonformal Education.**

Massachusetts Univ., Amherst. Center for International Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Jul 75

Note—226p.

Available from—Center for International Education, School of Education, University of Massachusetts, Amherst, Massachusetts 01002 (\$6.00)

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—Adult Education, Comparative Education, Developing Nations, \*Educational Alternatives, \*Educational Development, Educational Philosophy, Educational Programs, Educational Radio, Experimental Programs, Group Activities, Models, \*Nonformal Education, Program Descriptions, Rural Areas, Simulation

Identifiers—\*Ecuador

This document summarizes the experiences and results of four years (1972-1975) of work in non-formal education in Ecuador. The project grew out of informal discussions in 1970 between several members of the Center for International Education at the University of Massachusetts and a group of Ecuadoreans and Americans in the USAID mission in Quito. These discussions led to the realization that both groups were dissatisfied with the focus on the formal educational system as the major vehicle for human development. The project is a series of subprojects linked together by a common staff and a corresponding similarity of basic philosophy concerning goals, staffing, and processes. Throughout the project are two general programmatic thrusts: creating and testing an approach to working with village facilitators, and adapting materials and methods to be used by the adult education staff of the Ministry of Education. Two objectives of the project were to create or redefine methodologies and processes within which might be produced a learning-growth relationship and to demonstrate

that these processes are valid as instruments for social change. Emphasis was on generating processes that foster the phenomenon of transformation rather than pure modernization. The document proceeds generally from a discussion of the conceptual framework and the philosophy toward a discussion of the more specific techniques and materials used, such as gaming and radio. (Author/JR)

ED 113 277

Endo, Russell

**Multicultural Education and Asian Americans.**

Pub Date Oct 75

Note—26p.; Paper presented at the Annual Meeting of the Western Association of Asian Studies (Boulder, Colorado, 1975)

Available from—Russell Endo, Department of Sociology, University of Colorado, Boulder, Colorado 80302 (free)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Annotated Bibliographies, \*Asian Americans, Asian History, \*Asian Studies, Cultural Awareness, Cultural Education, Curriculum Development, Educational Resources, Elementary Secondary Education, \*Ethnic Stereotypes, \*Ethnic Studies, Instructional Materials, \*Minority Groups, Resource Guides, Social Studies, Stereotypes

Areas for reform in teaching Asian culture are discussed, and resources and bibliographies for existing curriculum are presented. The paper emphasizes that materials on Asian Americans need to be incorporated into school curricula to (a) counter existing inaccurate or derogatory prejudices or behaviors; (b) counter the inaccurate, incomplete, and stereotypical materials currently in school curricula; and (c) begin to remedy the general absence of materials and present accurate and balanced information on Asian-American history, culture, and contributions. The major portion of the paper provides a list of resource persons and organizations for Asian-American curriculum materials; resources for teaching, such as teaching guides, bibliographies, books, and audiovisuals; and a compilation of children's books in annotated form including grade level, author, and publisher. (Author/JR)

ED 113 278

**America's Uncounted People. Report of the Advisory Committee on Problems of Census Enumeration.**

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Spons Agency—Bureau of the Census (DOC), Suitland, Md.; Department of Commerce, Washington, D.C.; Manpower Administration (DOL), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date 8 Jun 71

Note—238p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—\*Census Figures, \*Demography, \*National Demography, National Surveys, Occupational Mobility, Population Distribution, \*Population Trends, Program Improvement, Residential Patterns, Social Characteristics, Social Factors, Sociocultural Patterns, \*Statistical Analysis, Subculture

An introduction to the methodological problems posed by underenumeration in the Census of Population and the extensive efforts and recommendations to solve these problems are provided. The efforts reported in this study center around five interrelated tasks: (1) a review of the state of knowledge about social conditions and attitudes that bear on the ability of government agencies to collect complete and accurate information from all elements of the population; (2) advice on research and experimental efforts leading to a better understanding of the reasons for incomplete coverage in the census; (3) recommendations of measures and procedures that will reduce or mitigate current deficiencies in coverage; (4) consideration of how the social costs associated with underenumeration might best be estimated along with the social benefits that might accrue from increased coverage; and (5) design of a continuing research program directed toward the reduction of underenumeration. (Author/DE)

ED 113 279

**Educational Research in the Netherlands, September 1970-September 1972.**

Netherlands Foundation for Educational Research, The Hague.

Pub Date Jan 74

Note—173p.; Council of Europe Survey (3rd)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Comparative Education, \*Educational Programs, \*Educational Research, Elementary Secondary Education, \*Higher Education, Information Dissemination, \*Institutional Research, \*Research Projects, Surveys

Identifiers—\*Netherlands

The purpose of the document is to promote the exchange of information and the coordination and cooperation of activities in the field of educational research in Europe. This document is the third in a series of surveys, presenting information for September 1970 through September 1972. One hundred and sixty-three research projects from 63 institutions, organizations, and individuals are reported in the document. Each listing includes the complete title, names of the researchers, status of the project, bibliographic references, background and aims of the research, subdivisions of the research, methods, size, starting date, total costs, and sources of finance. If the research is complete, main findings and implications as well as other information are reported. (Author/JR)

ED 113 280 SO 008 687

Report of the Science Curriculum Implementation Review Group to the Chairman, Committee on Science and Technology, U.S. House of Representatives.

Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date 1 Oct 75

Note—32p.; For a related document, see SO 008 688

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Anthropology, Community Attitudes, \*Curriculum Development, \*Curriculum Evaluation, Curriculum Problems, Elementary Secondary Education, Evaluation Needs, Income, Moral Issues, Nature Nurture Controversy, \*Policy Formation, \*Program Administration, \*Projects, Social Sciences, Social Studies

Identifiers—MACOS, Man A Course of Study, \*National Science Foundation

This report is a study of the science curriculum implementation policy of the National Science Foundation (NSF) with particular reference to "Man: A Course of Study" (MACOS). It includes the majority opinion of the ad hoc research group conducting the study and the minority opinion of one dissenting member. The majority views recommend that NSF continue precollege science curriculum activities, with the following changes: NSF and Congress responsibility for quality and content of curricula funded by NSF; creation of an ongoing needs assessment program to guide curriculum activities; addition of representative parents to curriculum reviewing and evaluating groups, especially for social science curriculum; complete and clearer policies in all NSF curriculum efforts; formal adoption of acknowledgment and disclaimer statements; and clear Congressional policy on royalty income and disposition. Regarding MACOS, the group recommends early phaseout and termination of MACOS implementation activities, renegotiation of publishing and royalty agreements, inclusion of acknowledgment and disclaimer clauses, insertion of cautionary statements to teachers, and encouragement of arranging parent previewing sessions and making the course optional. The minority view is that Congress should require NSF to discontinue its support of all course curriculum and development. (Author/ND)

ED 113 281 SO 008 688

Administration of the Science Education Project "Man: A Course of Study" (MACOS), National Science Foundation. Comptroller General's Report to the House Committee on Science and Technology.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Report No.—MWD-76-26

Pub Date 14 Oct 75

Note—67p.; For a related document, see SO 008 687

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Anthropology, Community Attitudes, \*Curriculum Development, \*Curriculum Evaluation, Curriculum Problems, Elementary Secondary Education, Evaluation Needs, Income, Moral Issues, Nature Nurture Controversy, \*Policy Formation, \*Program Administration, \*Projects, Social Sciences, Social Studies

Identifiers—MACOS, Man A Course of Study, \*National Science Foundation

In this report the Comptroller General of the General Accounting Office (GAO) examines National Science Foundation (NSF) policies, procedures, and practices for developing, evaluating, and implementing precollege science education projects and their specific applications to "Man: A Course of Study" (MACOS). The topics investigated in depth and reported on are development, evaluation, and implementation of MACOS, including the obtaining of a commercial publisher for MACOS and the Education Development Center's (EDC) administration of royalty income. A number of recommendations are made to insure that NSF officials and recipients of its funds follow sound business practices in administering science education projects. A major point is that the U.S. Congress may wish to tighten project administrative controls by requiring NSF to report on income produced from science education projects which it authorizes its grantees and contractors to use. The Congress could then consider such income when reviewing NSF appropriation requests. (Author/ND)

ED 113 282 SO 008 690

Saveland, Robert N. Pannell, Clifton W.

Inventory of Recent U.S. Research in Geographic Education. Occasional Paper No. 4.

Georgia Univ., Athens. Geography Curriculum Project.

Pub Date Sep 75

Note—64p.

Available from—Geography Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (\$1.50)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Bibliographies, College Instruction, \*Educational Research, Elementary Secondary Education, Environmental Education, Evaluation, Geographic Concepts, \*Geography, \*Geography Instruction, Higher Education, Instructional Materials, Research Design, \*Research Methodology, Research Projects, Teacher Education, Urban Areas

Identifiers—\*Geography Curriculum Project

The third in a series of geography bibliographies published by the Geography Curriculum Project, this bibliography provides an overview of work in the field of geographic education and research according to particular areas of interest from 1965 through July 1975. Three main sources were searched for entries: ERIC Data Base, "Dissertation Abstracts International," and the "Education Index." The chapters include: (1) history and philosophy; (2) curriculum—concepts, disciplines, structure, and urban geography; (3) method—inquiry, models, field work, games and simulation, maps, and media; (4) materials—analyses of texts, visuals, and geography projects; (5) evaluation—course, achievement, and awareness evaluation; and (6) teacher training—institutes, elementary, secondary, and college. Each entry contains the title, author, journal, pages, volume, and date. An author index concludes the document. (Author/JR)

ED 113 283 SO 008 691

Wright, Marjorie Brown

Educational Model for Social Service Administration and Management. Summary Progress Report.

Oregon Univ., Eugene. Lila Acheson Wallace School of Community Service and Public Affairs.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Sep 75

Note—82p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Administrator Education, Educational Innovation, Higher Education, Management Development, \*Management Education, \*Professional Continuing Education, Public Administration Education, Short Courses, Social Agencies, \*Social Services, Social Welfare, Social Work, \*Social Workers

This paper constitutes a summary progress report on a short-term training course designed to provide social work bachelor's degree practitioners with the knowledge and skills necessary for administrative and managerial positions. Increasingly, social work graduates have reported moving into social service administration and managerial positions without these skills. A survey, which gathered information from graduates over a three-year period, indicated a need for competence in the areas of middle management, organization, planning, financial management, personnel administration, program development, and evaluation. The intensive three-day training course was interdisciplinary in nature and designed to provide managerial skills that could be immediately useful to the participants on their jobs. Student evaluations of the course were positive which in turn has led to the incorporation of a similar course into the undergraduate academic curriculum. (Author/DE)

ED 113 284 SO 008 692

Garrett, Candace Schaw

Sex-Roles and Social-Learning in Children.

Pub Date Apr 75

Note—11p.; Paper presented at the Midwest Regional Women's Studies Conference (Bloomington, Indiana, April 4-6, 1975)

Available from—Institute for Child Study, 10th and Bypass 46, Bloomington, Indiana 47401 (single copies free)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Child Development, Childhood Attitudes, \*Cognitive Development, Elementary Education, Imitation, Role Conflict, Sex Discrimination, \*Sex Role, \*Sex Stereotypes, Social Behavior, Social Development, \*Socialization, Social Science Research

Sex role development in children is based on the processes of social learning and cognitive development. According to social learning theory, the development and emergence of sex-typed behaviors and attitudes can be described by the same learning principles used to account for any other aspect of social behavior, generally principles related to reinforcement and imitation. The cognitive developmental approach adds that an important factor in sex role development is children's awareness of their own sex and their understanding that gender is a basically constant physical attribute. This research is about the effects of sex and vicarious reinforcement on imitation in first-grade children. The results indicate that children in pleasant settings observing non-sex-typed tasks with vicarious verbal reinforcement tend to imitate same-sex models. In threatening settings with vicarious verbal punishments between a male controller and a female model, children do not imitate the female since the male has ruled that she was wrong in the task. Further research under progress by the author is about the effect on children's attitudes of reversing the role in sex-stereotyped occupations in children's literature. (Author/DE)

ED 113 285 SO 008 693

Educational Research in the United Kingdom: Scotland 1970-1972.

Scottish Council for Research in Education.

Spons Agency—Scottish Education Dept., Edinburgh.

Pub Date [75]

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Achievement, \*Comparative Education, Educational Assessment, \*Educational Programs, \*Educational Research, Elementary Secondary Education, Handicapped Children, Higher Education, Information Dissemination, Reading, Researchers, Research Methodology, \*Research Projects, Social Class, Vocational Education

Identifiers—\*Scotland

Over 35 educational research projects in Scotland are briefly described in this survey report which is an update of the research projects being performed in Scotland during 1970-72. A variety of research projects in general subject areas such as the teaching of reading, science, and English and foreign language are described. Other research projects examine such areas as assessment, handicapped, higher education, and vocational education. Among projects, there is very little overlap in areas researched. Two projects which illustrate the wide range of investigations are "A Logical Analysis of the Role of Hostel



Wardens" and "Courses for Craftsmen." Each project description is presented in outline format and includes: project name; organization or sponsoring institution; principal research; aim and objectives; methods of research; number of workers; time schedule; and financial source. A list of principal researchers, organizations, and descriptors concludes the document. (JR)

ED 113 286

SO 008 694

*Draisma, Tom*  
**African Socialism and Educational Practice. Draft.**  
Pub Date Sep 75

Note—83p.; Paper prepared for the Education Division of the Commonwealth Secretariat (London, England); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—African Culture, African History, Change Strategies, Colonialism, \*Comparative Education, Educational Administration, \*Educational Change, \*Educational Development, Educational Innovation, Educational Philosophy, \*Political Influences, Relevance (Education), Secondary Education, \*Socialism

Identifiers—Africa, \*Zambia

The relationship between the secondary education system and wider political, economic, and sociocultural developments in Africa is examined. Special emphasis is given to the problems of political ideology and education in Zambia; but as Zambian socialist ideology and educational history show similarities to other African nations, the author's interpretations may be applied to other areas. Discussion focuses on the processes of ongoing decolonization in Africa's education systems by a movement from an oppressive, authoritarian system introduced by former colonial powers to a system emphasizing freedom and self-reliance. Chapter 1 analyzes the philosophy of educational innovation from the perspective of the teacher and from African socialism. Chapter 2 outlines key areas of change in order to make Zambian socialism work throughout the educational system. Chapter 3 examines the current neocolonial system of school management and provides a strategy for innovation in light of socialist objectives. Chapter 4 remarks on how the processes and conditions for the democratization of school management in general equally apply to the subsystem of classroom management. Chapter 5 provides a strategy for revising extracurricular activities to meet socialist goals. (Author/DE)

ED 113 287

SO 008 695

*Salomone, Frank A.*  
**Behavioral Implications of Ethnic Categories Among Northern Nigerian Schoolchildren.**  
Pub Date [74]

Note—53p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Anthropology, \*Behavior Patterns, Behavior Theories, Cognitive Processes, \*Ethnic Groups, Ethnic Relations, Ethnic Status, Ethnic Stereotypes, Ethnic Studies, \*Identification (Psychological), Role Perception, Social Science Research, Social Sciences, Socioeconomic Status

Identifiers—\*Nigeria

The major objective of this work is to test the heuristic value of the combination of certain aspects of cognitive theory and aspects stressing the social nature of ethnic groups and their boundary maintenance functions. The first section of the paper is a discussion of the cognitive theoretical approaches to anthropology of Goffman, Barth, Le Vine, and Goodenough that are combined and applied in this research. An extensive analysis of a case study follows that provides data on ethnic stereotyping and the cognitive dimensions of behavior. Questionnaires with open-ended responses were given to 121 children in grades 6 and 7 and secondary school in an ethnically heterogeneous area—Yorri Division, Northwestern State, Nigeria. Their responses showed that ethnic groups are stereotypically ranked, reflecting well-understood rules for socioeconomic positions and rights, duties, and privileges of each ethnic group. The study concluded that members of an ethnic group see themselves as people who have access to a number of culturally defined social identities, the possession of which entitles them to certain rights and duties in interaction with members of other

groups. The last section investigates the usefulness of the combination of cognitive and behavioral approaches and suggests some implications for further theoretical development and research. Data obtained from the study are included as tables in the paper. (Author/ND)

## SP

ED 113 288

95

SP 009 213

*Soar, Robert S.*

**Follow Through Classroom Process Measurement.**  
Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—Florida Educational Research and Development Council, Gainesville.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Grant—OEG-0-8-522394-3991(286); OEG-0-8-522471-4618(100)

Note—177p.; For related document, see ED 106 297

Available from—Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Class Management, \*Classroom Observation Techniques, \*Classroom Techniques, Disadvantaged Youth, Elementary Education, \*Evaluation, Factor Analysis, \*Measurement, Student Development, Student Teacher Relationship, \*Teacher Behavior, Testing

Identifiers—Florida, \*Project Follow Through

This report presents a portion of the evaluation of the planned variation of Project Follow Through, in which increased understanding of education which is functional for disadvantaged children has been a major concern. This segment of the evaluation has the following two objectives: (1) to describe in behavioral terms the differences among programs as observed in classrooms, and (2) to relate these dimensions to pupil growth. Observation was carried out in classrooms from each of seven programs and a comparison sample. Observers recorded such things as the teacher's classroom management techniques, expression of affect, the social-emotional nature, and the cognitive level of the interaction. Results were then factor analyzed, reduced to factor scores, and the factor scores tested for differences between programs by the multiple range test. The factor scores were also related to classroom mean pupil regressed gain which had been factored to identify different levels of complexity. Although there were inconsistencies, the linear relations between the classroom measures and pupil gain suggested that some factors, such as effective personal communication and intrinsic motivation, related to all levels of complexity, while others were specific to a certain level. In general, there seemed to be a trend that abstract growth was related to teaching that was less controlled and less focused but had some structure, while skill growth was related to more focus and structure, with concrete growth positively related to still more highly focused teacher behaviors and negatively related to extreme pupil freedom. (Author/RC)

ED 113 289

SP 009 382

*Pomeroy, Edward C.*

**What's Going on in Teacher Education—The View from Washington.**  
Pub Date 14 Aug 75

Note—29p.; Speech presented to the Leadership Training Institute of the American Association of Colleges for Teacher Education (Annapolis, Maryland, August 14, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Accreditation (Institutions), \*Cooperative Planning, Educational Change, Educational Innovation, Federal Government, \*Governance, \*Inservice Teacher Education, Interagency Cooperation, Interinstitutional Cooperation, Professional Continuing Education, State Government, \*Teacher Education, Trend Analysis

Identifiers—\*American Association Colleges Teacher Education

Higher education, along with its national voice, the American Association of Colleges for Teacher Education (AACTE), has reached a critical point in teacher education and must deal

with a variety of important issues if collegiate-based teacher education is to continue. The major challenge that higher education faces is that of governance. Many constituencies in the education community, but particularly teacher organizations, are voicing legitimate interests in professional preparation—a matter which until recently was completely under the influence of college-based educators. Accreditation is the second major issue to which higher education and AACTE must respond. Accreditation has developed as a means of quality control in teacher education largely through the efforts of member institutions of AACTE. Currently, however, questions concerning who will set standards and what will be judged are increasing. A third major concern is collaboration. The sharing of governance in teacher education is an idea whose time has come, and collegiate institutions must ensure they are involved. Government relations is another important issue, and higher education must retain its place in teacher education by taking effective action at both state and federal levels to strengthen its power base. AACTE is responding forcefully at both levels. A fifth area of concern is continuing professional development, including supply and demand and governance of inservice education. (PB)

ED 113 290

SP 009 522

*Rubinson, Lorna Stone, Donald B.*

**An Evaluation of the Behavioral Aspect of the American Dental Association's "Learning About Your Oral Health" Teaching and Learning Program, Level 2.**

Pub Date Oct 75

Note—17p.; Paper presented before the Research Council at the Annual Meeting of the American School Health Association (49th, Denver, Colorado, October 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Dental Evaluation, \*Dental Health, Elementary Education, \*Health Programs, \*Scientific Research, Student Behavior

Identifiers—American Dental Association, \*Navy Plaque Index

The major purpose of this study was to assess the behavioral impact of the American Dental Association's (ADA) Teaching and Learning Program, Level 2. A second purpose was to determine the reliability of the Navy Plaque Index (NPI) when administered to a relatively large sample of elementary school students. The NPI, which has demonstrated validity and reliability over a seven-year period of use when utilized by one dentist on small samples of adults, was used for assessment purposes. It was administered by dentists to 16 randomly selected fifth grade elementary classes in a Midwest community. A pretest and posttest design, with experimental and control groups, was utilized in the study. The Navy Plaque Test was shown to be an unreliable measure of plaque indices in this case. Due to the unreliability of the instrument, the behavioral aspect of the ADA's program could not be evaluated. The investigators are presently in the process of conducting a post-post NPI measurement of the same subjects rerandomizing the dentists in order to distribute the variability of the plaque measures among the various treatment groups. This will provide an opportunity to determine (1) any experimental effects that might have resulted from the program and (2) which effects remain six months after the students were exposed to it. By using a measure of dental health status, this program could make an important contribution to the validation and evaluation of classroom health education experiences. (Author/BD)

ED 113 291

SP 009 525

*Bender, Stephen J.*

**Veneral Disease. Second Edition.**

Pub Date 75

Note—100p.

Available from—William C. Brown Company Publishers, 4260 Kerper Boulevard, Dubuque, Iowa 52001 (\$1.95)

**Document Not Available from EDRS**

Descriptors—\*Communicable Diseases, \*Disease Control, Health, \*Health Education, Public Health, Secondary Education, \*Sex Education, \*Venereal Diseases

This book is one in a series of contemporary topics in health science for students. The first chapter deals with the behavioral aspects of venereal disease and how the disease has been af-

fectured by our changing society. Chapter 2 discusses the magnitude of the problem, presenting various maps and charts. The history of venereal disease and the progress that has been made in its treatment are traced in chapter 3. Chapters 4 and 5 discuss the pathology of syphilis and gonorrhea. Other venereal diseases (chancroid, lymphogranuloma venereum, granuloma inguinale) and venereally related diseases (non-specific urethritis, vaginitis, cystitis, venereal warts, herpes prostaticitis, pubic lice, and scabies) are described in chapters 6 and 7. Chapter eight deals with epidemiological control and describes various control programs. Chapter 9 discusses measures that can be taken to prevent venereal disease. The 30 most often asked questions about venereal disease and their answers are presented in chapter 10. Appendix A contains a summary chart of the various venereal diseases and Appendix B presents a sample test on syphilis and gonorrhea. The book also contains a glossary, index, and a number of photographs showing the various stages of syphilis and gonorrhea. (BD)

ED 113 292 SP 009 526

Rogers, Vincent R. And Others

**Open Education: Critique and Assessment.**

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 75

Note—110p.

Available from—Association for Supervision and Curriculum Development, 1701 K Street, N.W., Suite 1100, Washington, D.C. 20006 (Stock No. 611-75054, No price quoted)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Alternative Schools, Case Studies, Educational Research, \*Experimental Schools, \*Humanistic Education, \*Open Education, \*Progressive Education, Student Centered Curriculum

This booklet on open education contains seven articles. The first two articles describe the concept of openness and give a description of open education and how it is affected by American values. These articles also discuss some of the differences between open education and traditional education. The third article contains the author's reflections on the ways the ideas and practices associated with the British Infant Schools have accommodated themselves to, and been assimilated by the American educational field. The fourth and fifth articles contain case studies. They explore the success and failure of open education in a variety of settings. Specific details are given which enable the reader to draw his/her own conclusions about what might have been done in trying to achieve some of the goals set forward for open education. The last two articles discuss research on open education and tell where open education has been and where it is going. They state that research has indicated positive results in many aspects of open education, and that this provides a rationale for continued interest in the approach and a basis for further development of research in this area. (RC)

ED 113 293 SP 009 527

Parker, John L.

**The Liveliest Seminar in Town. Fastback No. 27.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date [73]

Note—42p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Development, \*Educational Innovation, \*Educational Planning, Educational Research, \*Graduate Students, \*School Organization, Secondary Education, Teacher Education

This booklet describes how a group of doctoral candidates at Harvard established the Clinical School Collaborative and how they tried to shape their ideal into a reality. The group wanted to form an organization which did a better job in teaching students, training adults, and pursuing research than existing institutions. They held discussions in which they formed their ideas, and they wrote a proposal which they submitted to approximately 350 institutions and school districts. They received a number of enthusiastic answers and began to narrow down their choices.

The Portland, Oregon school district became their final choice. From the time of inception until the final choice was made, the membership of the group changed for various reasons. As group members came and went, the composition of the group altered accordingly, and became more routinized and hierarchical. A year after the idea was first conceived, four of the educators finally went to Portland to plan Adams High School which opened in September 1969. (RC)

ED 113 294 SP 009 528

Frymier, Jack R.

**Motivation and Learning in School. Fastback 43.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 74

Note—32p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Academic Aspiration, Behavior, Educational Interest, Intelligence Tests, Learning Characteristics, \*Learning Motivation, \*Motivation Techniques, Student Attitudes, Student Interests, \*Student Motivation, Teacher Influence, Teaching Techniques

This pamphlet, which discusses motivation and learning in school, is part of a series of booklets and monographs written in nontechnical language so that beginning teachers and the general public may gain a better understanding of educational problems. The pamphlet is organized in a series of questions and answers concerning motivation. Some of the points that these questions cover are as follows: (1) the definition of motivation; (2) the relationship between motivation and achievement; (3) characteristics of the motivated student; (4) psychological requirements for survival in our environment; (5) sources of learning for students; (6) the validity of I.Q. tests; (7) motivation as an indicator of performance of learning tasks; (8) the different dimensions of academic motivation (internal-external, intake-output, approach-avoidance); (9) how certain events affect and change student motivation; and (10) how teachers and administrators can affect the climate for motivation. (BD)

ED 113 295 SP 009 529

King, Martha L.

**Informal Learning. Fastback 44.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 74

Note—52p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Activity Learning, Classroom Design, Discovery Learning, \*Humanistic Education, Independent Study, Interior Space, \*Open Education, \*Self Directed Classrooms, \*Student Centered Curriculum, Student Interests, Student Teacher Relationship, Teacher Administrator Relationship, Teacher Responsibility

Identifiers—\*Informal Learning

This pamphlet on informal learning is part of a series of booklets and monographs written in nontechnical language so that beginning teachers and the general public may gain a better understanding of educational problems. The first section of the booklet defines informal education, identifies its requirements and examines the underlying assumptions derived from these requirements. This section also deals with how the teacher can (1) improve his/her understanding of children, (2) change the way one views subject matter so that it becomes more relevant, (3) experience and appreciate processes in learning, (4) change perceptions of learning materials, and (5) present the guidelines for reorganizing the physical aspects of the classroom to facilitate informal learning. The second section deals with coping with new teaching roles and includes a discussion of the special responsibilities a teacher in an informal classroom assumes in order to further children's learning. These responsibilities include (1) creating appropriate conditions for learning, (2) relating to the children and guiding their learning, (3) challenging the children to learn and encouraging them to do more and better work, (4) asking critical questions, and (5) coping with behavior problems. The third section of the

booklet offers methods to facilitate an evaluation of learning and includes a discussion of record keeping, goals, and planning. The last section discusses teachers' relations with colleagues, parents, and administration, and the question of who effects change in informal learning. (Author)

ED 113 296 SP 009 530

Lippitt, Peggy

**Students Teach Students. Fastback No. 65.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—43p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Cross Age Teaching, Elementary Education, \*Peer Teaching, \*Social Experience, \*Socialization, Student Projects, Tutoring

The subject of this booklet is cross-age helping. It begins with a discussion of what cross-age helping is and why it is effective. Cross-age helping is described as a program where children teach or help other children. The older children help the younger children learn what the younger children want to know, and the younger children help the older children use their knowledge. The next section looks at some specific programs and tells what made them successful, and how they worked. There are descriptions of some summer programs and of a sixth grade to junior kindergarten program. The next section of the booklet lists some of the problems to watch out for when having older children helping younger children. The following section is a discussion of the key elements needed in an effective program. These basically concern attitudes of teachers and students involved and scheduling. The final section gives examples of other types of cross-age tutoring projects. A brief summary and references are included. (RC)

ED 113 297 SP 009 531

Lowery, Lawrence F.

**Learning about Instructing: Questioning Strategies.**

California Univ., Berkeley, School of Education. Spons. Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—66p.; For related documents, see SP 009 532-534

Available from—University of California, School of Education, Berkeley, California 94720 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Audiovisual Instruction, Classroom Techniques, Individualized Instruction, \*Inquiry Training, Instructional Materials, \*Questioning Techniques, \*Teaching Guides, Teaching Methods, \*Teaching Techniques, Video Tape Recordings

This self-instructive workbook focuses upon teacher-initiated questioning strategies and the relationship of the strategies to students' thinking. It utilizes written materials, audiotapes, videotapes, and students in the classroom. The goals of the workbook are to enable the teacher to (1) identify and classify types of questions in terms of their potential effect on students' thinking; (2) use each type of question strategically so as to facilitate the development of students' thinking processes; and (3) assess themselves in terms of knowledge and ability related to questioning strategies. The workbook is supplemented by a program and support system which includes instruction, experiences for practice, and individual conferences. The guide defines types of teacher-initiated questions and types of written questions and explains how to make a statistical profile of scored questions. It also discusses the classification of questions from a transcript and questions from an audiotape. In addition, it helps the teacher in assessing questioning strategies, in relating types of questions to instructional goals, in sequencing questions strategically, and in matching types of questions to learning processes. It also provides a review of research on the use of questions in instruction and a bibliography. (BD)

ED 113 298 SP 009 532

Lowery, Lawrence F.

**Learning About Learning: Propositional Abilities. A Personal Workshop.**

California Univ., Berkeley, School of Education.

Spons Agency—National Science Foundation, Washington, D.C.  
 Pub Date 74  
 Note—83p.; For related documents, see SP 009 531-534

Available from—University of California, Berkeley, School of Education, Berkeley, California 94720 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—\*Abstract Reasoning, \*Cognitive Ability, Independent Study, \*Skill Development, \*Student Ability, Teacher Education, Teaching Guides, \*Workbooks  
 Identifiers—\*Propositional Abilities

This self-instructive workbook focuses on a set of propositional abilities related to learning. It utilizes written materials, manipulative materials, videotapes, and students, and is supplemented by a program and support system which includes instruction, teaching experiences for practice, discussions, and individual conferences. The three major goals of this workbook are to enable the teacher to: (1) use a clinical method to administer, at any grade level, diagnostic tasks related to propositional abilities; (2) identify the developmental level each student in the class has attained in terms of propositional abilities; and (3) select, from resources available, subject matter appropriate to identified levels of development. Propositional tasks are included which deal with various types of reasoning (probabilistic, disjunctive, combinational, propositional, deductive, and proportional). The workbook contains outlines for eight self-directed workshops some of which concern (1) developing the ability to administer propositional tasks, (2) administering propositional tasks to a student, (3) solving problems involving propositional abilities, and (4) reading about propositional abilities. There is also a section dealing with a review of some research on propositional abilities, a bibliography, and an appendix which gives examples of various types of problems related to propositional abilities. (BD)

**ED 113 299** **SP 009 533**

Lowery, Lawrence F.  
**Learning About Learning: Classification Abilities. A Personal Workshop.**  
 California Univ., Berkeley, School of Education.  
 Spons Agency—National Science Foundation, Washington, D.C.  
 Pub Date 74  
 Note—72p.; For related documents, see SP 009 531-534

Available from—University of California, Berkeley, School of Education, Berkeley, California 94720 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Ability, \*Classification, Discrimination Learning, Independent Study, \*Skill Development, \*Student Ability, Teacher Education, \*Teaching Guides, Visual Discrimination, \*Workbooks

This self-instructive workbook focuses on the identification of a set of classification abilities related to learning. It utilizes written materials, videotapes, and students, and is supplemented by a program and support system which includes instruction, teaching experiences for practice, discussion, and individual conferences. The three major goals of this workbook are to enable the teacher to: (1) use a clinical method to administer, at any grade level, diagnostic tasks related to classification abilities; (2) identify the developmental level each student in the class has attained in terms of classification abilities; and (3) select, from resources available, subject matter appropriate to identified levels of development. Classification ability tasks are included which deal with different types of sorting and reclassification. The workbook contains outlines for eight self-workshops, some of which involve (1) assessing the ability to administer classification tasks, (2) administering classification tasks to students, (3) identifying levels of classification abilities, and (4) matching experiences to levels of development. The workbook also includes exercises in identifying classification abilities related to mathematics, in introducing the concept of "horizontal instruction," and in pictorial and symbolic sorting. There is a section dealing with a review of research on classification abilities and a bibliography. (BD)

**ED 113 300** **SP 009 534**

Lowery, Lawrence F.  
**Learning About Education: An Introduction to Evaluation Research and Assessment Techniques.**

California Univ., Berkeley, School of Education.  
 Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74  
 Note—44p.; For related documents, see SP 009 531-533

Available from—University of California, Berkeley, School of Education, Berkeley, California 94720 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Educational Research, \*Evaluation, Independent Study, Information Retrieval, Information Sources, Research Methodology, \*Research Projects, \*Research Skills, Teacher Education, \*Workbooks

This self-instructive workbook focuses on ways in which the teacher can gather helpful information regarding activities with students. It is supplemented by a program and a support system that includes instruction, teaching experiences for practice, discussions, and individual conferences. The two major goals of the workbook are to enable teachers to (1) gather, within existing classroom settings, information which is manageable in amount and complexity and can be useful in better understanding their work with students; and (2) organize and articulate their information in a field study report that will have meaning for them or possibly for other interested persons. The teachers are asked at certain points in the workbook to write down their ideas and examine them before proceeding, in order to assess their own development for carrying out educational research. The workbook is divided into the following six sections: (1) evaluation and assessment of students' activities, (2) summary of observational plans, (3) methods for making observational records, (4) defining a field research project, (5) communicating research findings, and (6) self-checks and notes. It also includes suggestions for related reading to aid in writing research reports. (BD)

**ED 113 301** **SP 009 535**

Lamberti, Joseph Cummings, Cynthia  
**Yours for the Asking. Educational Service Publication No. 27.**

University of Northern Iowa, Cedar Falls.  
 Pub Date 75  
 Note—100p.

Available from—Extension Service, University of Northern Iowa, Cedar Falls, Iowa 50613 (\$2.50; Payment must accompany order)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Classroom Materials, \*Directories, Educational Resources, Elementary Secondary Education, \*Information Sources, \*Publications, \*Resource Guides, \*Resource Materials

This publication is an annotated listing of sources of free learning materials for classroom use, with expanded sections in career education and environmental education. Part 1 is alphabetized by subject so that teachers may quickly find sources of materials pertinent to units they are teaching. In using this topical index, the reader is referred to the page or pages in part 2 which list materials related to a given topic. Part 2 classifies materials according to source, thus making it possible for the reader to note all of the items available gratis from a given organization. Grade levels are indicated for all the materials listed. An appendix is attached which lists additional sources of free materials, including general sources and specific publications. (BD)

**ED 113 302** **SP 009 536**

Klingstedt, Joe Lars  
**Effectiveness of Three Feedback Procedures in Developing Set Establishing Skill. Final Report.**

Texas Univ., El Paso.  
 Pub Date Nov 74  
 Note—74p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Feedback, \*Higher Education, \*Microteaching, Statistical Surveys, Student Teachers, \*Teacher Education, Teacher Education Curriculum, \*Teaching Skills, Video Tape Recordings

This study was designed to determine the effectiveness of three feedback procedures by determining the relationship between the feedback

procedures and the development of competence in establishing set by the teacher-trainees as indicated by the group mean gain scores on the "Hernandez-Klingstedt Establishing Set Rating Form." The feedback procedures compared were as follows: (1) verbal and written prompting and cueing provided by peers and the supervising teacher (limited feedback procedure) coupled with viewing of a videotape of the teaching performance; (2) limited feedback procedure coupled with listening to an audiotape of the teaching performance; and (3) the limited feedback procedure itself. An additional purpose was to determine the relationship between the individual mean scores of students exposed to the three feedback procedures with age, sex, marital status, hours in education, total hours in college, and overall college grade-point average. Three groups, consisting of a total of 20 secondary education majors at the University of Texas at El Paso during the spring semester of 1973, were used in this study. It was concluded that there was no significant difference in the effectiveness of the three microteaching feedback procedures. Accordingly, as far as enhancing the attainment of the technical skill is concerned, it seems to make no significant difference which of the three feedback procedures is employed as a part of the instructional sequence. (Author/BD)

**ED 113 303** **SP 009 537**

Klingstedt, Joe Lars  
**Specification and Examination of Assumptions, Theoretical Model, and Competencies: First Three Steps toward Systemic Improvement of a Teacher Education Program.**

Pub Date 1 May 75  
 Note—44p.; Paper prepared for the Professional Development Center, Teacher Corps Project: Houston, Texas

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Higher Education, Instructional Systems, Models, Performance Criteria, Program Improvement, \*Systems Approach, \*Teacher Education, \*Teaching Models

This paper deals with the systems approach to educational program improvement, which is an approach that allows teacher educators to plan and direct change in a systematic and systemic way. Instead of having to deal with problems one at a time, a systems approach allows one to solve several problems at the same time. This paper focuses on the first three steps of the process—the specification and examination of assumptions, theoretical model, and competencies. The first section of the paper includes information related to terms associated with systems in general and assumptions in particular, the logical as well as the psychological value of assumptions, methods of identifying and grouping assumptions, and factors to be considered in assessing the acceptability and usability of assumptions. The second section deals with a theoretical model for teacher education, that is, a structural design of the conceptual and functional components of the total system. It discusses the following three major classes which are included in the concept of a theoretical model for teacher education: (1) professional bases, (2) professional actions, and (3) professional contexts. It also explains how one develops a theoretical model. The third section defines competencies and refers to them as the terminal objectives of a teacher education program. This section also includes a discussion of the seven basic approaches to the specification of program competencies, the operationalization of a competency statement, and how competencies should be sequenced and evaluated. (BD)

**ED 113 304** **SP 009 538**

Fidler, Merrie A.  
**The All-American Girls' Baseball League, 1943-1954.**

Pub Date Apr 75  
 Note—29p.; Paper presented at the Annual Conference of the North American Society for Sport History (3rd, Boston, Massachusetts, April 16-19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Athletics, \*Baseball, \*Females, \*Historical Reviews, Organizational Change, Recreational Activities, \*Womens Athletics  
 Identifiers—Wrigley (Philip K)

This presentation provides an historical sketch of the All-American Girls' Baseball League (AAGBBL). The League was created in 1942 as the All-American Girls' Softball League, by Philip



K. Wrigley. He initiated the League as a non-profit organization governed by a board of three trustees. Mr. Wrigley's basic motivation for creating the AAGSBL was to organize substitute entertainment for men's professional baseball. In 1943, Mr. Wrigley began de-emphasizing the League's identity with softball and emphasizing its identity with baseball. The League was renamed the All-American Girls' Professional Ball League, but unofficially it was referred to as the AAGBBL. The League grew from its four original teams in 1943 to a maximum of ten teams in 1948. By 1954, it had dwindled down to five teams. The organizational structure of the League underwent three basic changes, all due to changes in administration. There were also both real and imagined problems with male managers and female players. To solve this, chaperones were hired. The League administrators maintained strict conduct rules for the players. The demise of the AAGBBL came after the 1954 season. Post-World War II social changes combined with intra-league changes to contribute to the League's demise. Many instructive lessons can be ascertained from the League's experience, however, for current and future application to women's professional sport. An appendix is attached which contains charts and tables on structure, salaries, and participants. (RC)

ED 113 305 SP 009 539

Clarke, Cynthia A. And Others

**A Teacher's Notebook: Alternatives for Children with Learning Problems.**

National Association of Independent Schools, Boston, Mass.

Pub Date Oct 75

Note—140p.

Available from—National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109 (\$3.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Patterns, \*Diagnostic Teaching, Diagnostic Tests, Educational Therapy, Elementary Education, Intelligence Tests, \*Learning Difficulties, \*Learning Disabilities, Parent Participation, Psychological Tests, \*Remedial Instruction, \*Underachievers  
This notebook for teachers is the result of (1) a workshop held to discuss ways of working with children who do not respond in traditional ways to learning, despite their high IQ's and apparent abilities, and (2) a questionnaire which was sent to various schools inside and outside the United States designed to elicit specific information on what and how schools provide for children who have learning problems. The guide discusses solutions to various problems which might arise from the creation of a diagnostic program for these children in the school. The notebook also includes brief descriptions of several tests and evaluations which teachers may use with these children. The notebook then presents diagnostic reports written about four children who represent composite pictures of certain characteristics. The procedures followed for each child are the same and include referral by a teacher conference with the classroom teacher, diagnostic teacher, and administrator; and a conference with parents to let them know what has been done and what procedure has been suggested. The notebook presents various classroom techniques to be used by the teacher in order to sharpen children's receptive and expressive processes. It also contains a discussion of how children with learning problems differ from slow learners, and how to make this distinction by observation of their overt behavior. The notebook also includes guides for parents which contain activities and exercises for children to practice during the summer. The last section discusses methods of helping children follow directions. (BD)

ED 113 306 SP 009 540

Gee, Thomas C.

**Evaluations of Instructional Experiences for Preservice Teachers of Reading.**

Pub Date 74

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Behavioral Objectives, Higher Education, \*Performance Based Teacher Education, Performance Criteria, \*Preservice Education, \*Reading Instruction, \*Teacher Education, \*Teacher Education Curriculum  
Identifiers—Texas

The purposes of this study were to determine (1) if the majority of Texas professors of reading agree on the value of 15 instructional experiences for preservice teachers of reading, (2) to what extent the 15 selected instructional activities are already required for prospective reading teachers, and (3) some of the basic competencies that college reading professors expect of beginning reading teachers. A questionnaire asked professors at colleges and universities to evaluate a variety of preservice learning activities by judging them according to their appropriateness and desirability. Data indicated which activities were considered most valuable and which were being implemented as requirements in preservice reading courses. By examining these preservice activities, the following list of eight competencies was compiled: (1) demonstrate knowledge of the basic skills of reading; (2) demonstrate evaluative skill in selecting instructional materials for the classroom; (3) demonstrate knowledge of a variety of instructional approaches; (4) be able to critically analyze microteaching sessions; (5) demonstrate skill in interviewing students regarding their achievement and interests; (6) demonstrate skill in administering and evaluating selected diagnostic reading tools; (7) demonstrate skill in conducting reading lessons with individuals, small groups, and large groups; and (8) demonstrate skill in using instructional and screening machines. (RC)

ED 113 307 SP 009 541

**Functions and Mode of Operation of the Curriculum Development Centre.**

Curriculum Development Centre, Woden (Australia).

Pub Date 75

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Curriculum Development, \*Curriculum Research, \*Curriculum Study Centers, Foreign Countries, Learning, Relevance (Education), \*Research and Development Centers, Teachers  
Identifiers—\*Australia

The aim of the Curriculum Development Centre (CDC) of Australia is to foster curriculum and materials development from preschool to post-secondary levels. A broad concept of curriculum includes the totality of experience which a child undergoes during his schooling. Curriculum development under this definition is concerned with developing materials, practices, and organizations which affect this experience. The task of CDC is seen as being concerned with this development in areas such as resources, sequencing of learning activities, teacher-pupil interaction, organization of the learning situation, and the teacher's general approach to children and teaching. The proposed operations of the centre are defined in terms of the following six functions: (1) the conduct and support of projects; (2) the provision of a clearinghouse and information analysis service; (3) field development; (4) the provision of advisory, technical, and evaluative services; (5) the provision of opportunities for training in curriculum development skills; and (6) arrangements for the printing and marketing of materials. These functions are interdependent. Together they provide a framework for determining the services and leads that a national center can provide to schools and other curriculum agencies. The structure to carry out these functions envisages three branches which include the CDC Information Centre, the Curriculum Development and Research Branch, and the Administrative Branch. (RC)

ED 113 308 SP 009 542

Campbell, A. D., Comp.

**Will Your Teaching Survive the Seventies? Bulletin Special Workshop Report Edition No. 76.**

International Schools Association, Geneva (Switzerland).

Pub Date Feb 75

Note—86p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Educational Development, Elementary Secondary Education, Futures (of Society), Humanistic Education, Human Relations, Interaction, \*Interdisciplinary Approach, \*International Organizations, Mathematics Education, \*Workshops  
Identifiers—\*International Schools Association

This is a report on the International Schools Association (ISA) workshop which was intended

as a high-level conference concerned with new educational thinking in Britain and the U.S., and also as an interdisciplinary experience for participants. The report contains summaries of talks by the principal speakers and a list of the discussion groups. Many of the speakers stressed the need for "humanness" in all educational development and made a plea for community living, respect for others, the sharing of responsibility, and the nobility of work. Others expressed the need for a greater "exactness" in the approach to learning, indicating the importance of interaction, integration, and careful evaluation of progress made. Another speaker emphasized the philosophical nature of the educational process and demanded a transfer of knowledge by students to the outside world so that they might answer their own questions about "relevance" in a practical manner. One speaker showed the importance of a properly organized school situation. Another participant spoke of the organization, planning, self-questioning, and honesty required in the teaching of mathematics. Finally, one of the participants demonstrated that "survival techniques" for education in the seventies were already being used in many schools. The report also contains an appendix which includes working and other bibliographies by some of the participants, books and sources for audiovisual methods of teaching, and commercially available curricula from the Learning Research and Development Center at the University of Pittsburgh. (BD)

ED 113 309 SP 009 543

McGowan, Francis A., II.

**Teacher Observation and Evaluation: A Working Paper.**

Pub Date Nov 74

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Classroom Observation Techniques, Effective Teaching, \*Evaluation, Evaluation Methods, \*Performance, Performance Criteria, \*Teacher Behavior, \*Teacher Evaluation, Teaching Quality

This paper discusses evaluating and observing teacher performance. It consists of three sections. The first section is an introduction, in which it is stated that most observations are used for the following two purposes: (1) the improvement of instruction, and (2) the provision of information to those who make personnel decisions in a school system. The second section is the major part of the paper. It is in the form of an outline and is a guide containing general descriptive examples of items that might be included in teacher observations. The major headings are (1) "the teaching process," (2) "non teacher-controlled factors which influence the teaching process," and (3) "special strengths of teachers." Subheadings under the teaching process include: "preparation," which lists topics to be discussed with the teacher; "delivery," which lists things to be observed in the classroom; and "observational evaluation," which lists things to be discussed in conference with the teacher. The second major heading includes the subheadings "physical factors," "scheduling," and "extracurricular activities and responsibilities." Each of these subheadings is broken down into items to be evaluated. The last major heading is divided into the subheadings "personal and professional," and each of these is broken down into characteristics to be observed. The last section of the paper is a summary which states that observation is a complex undertaking and many factors must be taken in account. (RC)

ED 113 310 SP 009 544

Spechalske, Frank

**The Origin and Philosophy of Club Sports.**

Pub Date 75

Note—7p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Athletic Programs, \*Athletics, \*Clubs, \*Exercise (Physiology), Higher Education, Intramural Athletic Programs, \*Physical Activities, \*Physical Education, Physical Fitness, Physical Recreation Programs

Perceptive historians recognize that club sports, defined as a group of people gathered to engage in competitive physical activity, are not, as many would have us believe, a product of modern times. Historically, there has always been a desire

on the part of people for sports participation. Several years ago a questionnaire was compiled and sent to universities, colleges, and junior colleges. Eighty percent of the respondents had sports clubs. People want to be active and play, and therefore there is a demand for club sports. No other area in a school's curriculum gets the voluntary participation of such a large percentage of the student body, faculty, staff, and community as does the health, physical education, recreation, and athletic complex. This participation takes the form of both active sports participation and spectator participation. If the opportunity for physical activity is provided to students, they will take care of the rest. It is now necessary to meet the challenges of providing these opportunities for physical activity. (RC)

**ED 113 311** SP 009 545  
Franks, B. Don  
Time Components of the Left Ventricle.  
Pub Date Mar 75

Note—20p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 1975); Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Blood Circulation, \*Cardiovascular System, Heart Rate, \*Human Body, Physical Health, \*Physiology  
Identifiers—\*Left Ventricle

The purpose of this study was to examine the relationship of the time components of the left ventricle. Since one of the ways to investigate cardiac function is to analyze the time intervals between particular events of the cardiac cycle, various time intervals of systole and diastole of the left ventricle were measured from simultaneous recordings of the electrocardiogram, phonocardiogram, carotid pulse wave, and apex cardiogram. The relationship of the time components was determined by factor analysis. The results showed that the six nonoverlapping intervals, which included the (1) isovolumetric relaxation phase, (2) rapid filling phase, (3) slow filling phase, (4) electromechanical lag, (5) isovolumetric contraction phase, and (6) ejection phase, are relatively independent of each other and of cycle time (with the exception of the slow filling phase). They reflect the factors that account for the variance of all the time components of the left ventricle. These relationships among the intervals appear to be similar for different ages and sex. (RC)

**ED 113 312** SP 009 546  
Steg, Doreen R.  
Some Thoughts on Thinking in Competency-Based Education.  
Pub Date 4 May 73

Note—30p.; Paper presented at Workshop on Competency Based Teacher Certification (Cortland University of the State of New York)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Behavioral Objectives, Cybernetics, Human Engineering, \*Learning Activities, Learning Processes, \*Performance Based Education, Performance Criteria, \*Teaching Models, Thought Processes, \*Training

This paper considers the possibility and desirability of competency-based education. It examines the present status of behavioral objectives and reviews a recent assessment of most empirical studies on behavioral objectives. It then presents a comparative consideration and assessment of the following teaching models: (1) the impression model, (2) the insight model, and (3) the rule following model. It also discusses a systems analysis of human behavior, specifically thinking. The paper then uses this analysis of learning activity and the examination of the distinctions which can be made between training and education to form some conclusions concerning competency-based education. These conclusions are: (1) a distinction can be made between learning as a training process and learning as new concept formation, (2) training is useful in the acquisition of skills, (3) machines must only present material that one is sure of so that the pupil is left the freedom essential for the formation of "art images", (4) knowledge is impossible without thinking, (5) thinking is futile without knowledge, (6) goals are to be used for focusing purposes only and not to

become the overriding concern in education, and (7) competency based criteria are only relevant to training if they are an outgrowth of the individual's own activity. An appendix is attached which contains a chart of the process of planned socio-technical change. (BD)

**ED 113 313** SP 009 547  
Brosio, Richard A.  
Professors, Students and Some Enduring Concerns in the West.  
Pub Date 75

Note—26p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Faculty, College Students, Educational Philosophy, \*Education Majors, \*Higher Education, Professors, \*Schools of Education, \*Teacher Education, Teacher Educators, \*Teachers Colleges

This paper is divided into five sections, the first of which states the author's purpose for writing the paper as being to think through the experience he had as the instructor of a pilot class within the secondary education professional sequence at the Teachers College of Ball State University. The next section is a discussion of the methodology he used in preparing the paper. Section 3 is the largest section and discusses the tasks of schools of education. There is also a discussion of the types of people who have traditionally been attracted to teaching. In this section it is asserted that schools and colleges have been sending men and women into the world who no longer understand the creative principles of western society. The theme in the fourth section is that modern education is based on a denial that it is necessary or useful for the colleges and universities to transmit the classical culture of the west from one generation to the next. This section also notes that the university experience cannot and should not be an exact mirror of life. It is stated that real scholarship always moves in a realm where choices are more numerous and the possibilities more varied than they are practical. The final section emphasizes that teacher education must not allow itself to operate outside the perennial concerns of western civilization, and that those who teach in higher education must have some convictions about what is worth learning. (RC)

**ED 113 314** SP 009 548  
Schieser, Hans A.  
De - Socializing School Instead of De - Schooling Society.  
Pub Date Oct 75

Note—17p.; Paper presented at the National Convention of the American Educational Studies Association (San Francisco, California, October 30-November 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Authoritarianism, \*Educational Philosophy, \*Educational Sociology, Humanism, Humanistic Education, \*Humanization, Socialism, Totalitarianism

It is important to counteract the collectivist and totalitarian trend which is currently the source of our educational problems. These problems are due to the impersonal, institutionalized communication which results from totalitarianism and collectivism in education. There is now a new movement toward personalism which focuses on love, community, critical consciousness, radical re-thinking, and anarchy, and which characterizes a trend away from the impersonal, functional, totalitarian approach to life. This personalist philosophy which has arisen from a dissatisfaction with established institutions can be discussed in relation to the socio-economic realm, the political scene, science, philosophy and theology, and finally, American education, which has ignored the personalist movement. The first step of a plan to de-socialize American education would be to de-socialize schools (i.e., take them out of reach of political authorities). The second step is to de-socialize education—in other words, to organize the contents and direction of our educational efforts around concrete reality and not according to the pre-established ideology of sociology. The goal of education must not be to alienate man from his existential roots but to make him able to pursue happiness through desocializing and de-socializing our schools. (BD)

**ED 113 315** SP 009 549  
DeVitis, Joseph L.  
Educational Policy Studies: Quest for Consensus?  
Pub Date Oct 75

Note—14p.; Paper presented at the Annual Meeting of the American Educational Studies Association (San Francisco, California, October 30-November 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Educational Administration, \*Educational Philosophy, \*Educational Policy, \*Educational Theories, Foundations of Education

The purpose of this paper is to discuss possible connections between philosophy of education and educational policy. Philosophy of education relates integrally to individual, institutional, and social contexts. Educational policy shares a similar, even more varied, context which often complicates the mixed questions asked by educational philosophers. The meaning one attaches to educational policy is in some way linked to those social perceptions and expectations which he/she brings to his/her policy considerations. Policy may mean different things to different people, partly depending on one's purpose and the social context which circumscribes that purpose. Through critical analysis of social and normative, as well as descriptive, issues, philosophy of education could perform a catalytic function for educational policy. Ultimately, preservation of philosophical perspective must be an implicit boundary condition for those educational philosophers deciding to enter the policy arena. While attempting to create ideational constructions at the behest of those who hold power, these philosophers may come perilously close to shattering that delicate intellectual barrier which separates their calling from that of political ideology. (RC)

**ED 113 316** 95 SP 009 551

Grant, Carl A., Ed.  
Sifting and Winnowing: An Exploration of the Relationship between Multi-Cultural Education and CBTE.

Wisconsin Univ., Madison. Teacher Corps Associates Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.  
Pub Date Jul 75

Note—260p.  
Available from—Teacher Corps Associates, University of Wisconsin, Madison, Wisconsin 53706 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—Administrator Role, \*Cross Cultural Studies, \*Cultural Education, \*Cultural Pluralism, Educational Problems, \*Performance Based Teacher Education, Teacher Education, Teacher Role

Identifiers—\*Multicultural Education  
This book contains 17 articles, each by a different author, and addressed to those who wish to become informed about the relationship between multicultural education and competency-based teacher education (CBTE). In order to study the relationship between multicultural education and CBTE, a number of individuals actively engaged in either the study and/or implementation of multicultural education and CBTE were invited to respond to the following two questions: (1) What should be the role of the administrator, teacher, or university faculty member in assuring that competency-based teacher education includes multicultural education in its content?; and (2) From a(n) administrator's, teacher's, or university faculty member's point of view, what problems are you experiencing or do you foresee experiencing in regard to relating the concepts of multicultural education and competency-based teacher education? The first question provided the writers the opportunity to respond to the state of the art concerning the relationship of multicultural education and CBTE—especially at their local sites. The second question provided the writers the opportunity to discuss how they would envision the relationship of multicultural education and CBTE. The articles in this book are the responses to these questions. (RC)

**ED 113 317** SP 009 552

Peterson, Gary T.  
The Learning Center: A Sphere for Nontraditional Approaches to Education.

Pub Date 75  
Note—146p.

Available from—The Shoe String Press, Inc., 995 Sherman Avenue, Hamden, Connecticut 06514 (\$8.50)

**Document Not Available from EDRS**

Descriptors—Audiovisual Centers, Educational Alternatives, Educational Innovation, \*Information Centers, \*Instructional Materials Centers, \*Learning Laboratories, Library Facilities, \*Resource Centers, \*School Study Centers

This book is designed to give administrators and faculty a model to follow in developing and maintaining a Learning Center of any size at any educational level, from preschool to college. Basic to the Learning Center concept presented here are the following four services: (1) a multimedia library, (2) audiovisual services, (3) non-traditional services and learning activities, and (4) instructional development. In analyzing these elements, the author shows how they interact and reinforce each other to ensure that both process and product of learning will be responsive to individual needs. Individual studies, learning handicapped services, and tutorial programs are discussed. There is also a discussion of the special personnel needed to run a center effectively within or outside the formal educational system. The final chapters discuss how to manage change and develop personnel and instruction to accommodate constant growth. Existing Learning Centers are also surveyed to see how they have met their own goals and the needs of the communities they serve. Appendixes are included which present surveys of instructional techniques and facilities, a staffing model, and examples of management statements. (RC)

**ED 113 318** SP 009 553

Boetel, Norma, Ed.

**Basketball. August 1975 - August 1976.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date 75

Note—120p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Athletics, \*Guides, Physical Activities, Physical Education, Recreational Activities, \*Women's Athletics

Identifiers—\*Basketball, National Association for Girls and Women in Sport

This guide is part of a series published by the National Association for Girls and Women in Sport. It contains eight articles written on various aspects of the sport of basketball, and includes such topics as (1) team defense, (2) individual offensive moves, and (3) point of aim free-throw shooting. It also includes official basketball playing rules and a summary of rule changes for 1975-76, suggestions for visual aids, and an annotated bibliography. The guide also presents a statement of philosophy of the affiliated Boards of Officials, standards for official ratings, basketball study questions, and techniques of officiating basketball. (BD)

**ED 113 319** SP 009 554

Polvino, Geri, Ed.

**Volleyball. August 1975 - August 1977.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date 75

Note—135p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Athletics, \*Guides, Physical Activities, Physical Education, Recreational Activities, \*Volleyball, \*Women's Athletics

Identifiers—National Association for Girls and Women in Sport

This guide is part of a series published by the National Association for Girls and Women in Sport. It contains 16 articles written on various aspects of volleyball, such as (1) volleyball visual aids, (2) a volleyball bibliography, (3) training for volleyball, (4) key visual cues in volleyball, (5) basic agility for beginners, and (6) solving

problems in volleyball. It also includes official volleyball playing rules for girls and women, as well as suggested modifications for younger players, clarification of rule changes for 1975-77, rule interpretations, questions and answers, and an index to official rules. There is also a section which presents a statement of the philosophy of the affiliated Boards of Officials, standards for official ratings, volleyball study questions, and techniques for officiating volleyball. (BD)

**ED 113 320** SP 009 555

Lasagna, Louis

**The VD Epidemic. How It Started, Where It's Going, and What to Do About It.**

Pub Date 28 Apr 75

Note—160p.

Available from—Temple University Press, Philadelphia, Pennsylvania 19122 (\$10.00)

**Document Not Available from EDRS**

Descriptors—\*Communicable Diseases, Health, \*Health Education, Sex Education, \*Venereal Diseases

This book concerning the venereal disease epidemic is designed to do the following two things: (1) to give the general public straightforward, explicit information on this ancient disease; and (2) to transform the current mood of complacency into a demand that eradication programs be set in motion at once. This book is all-encompassing in scope and covers the symptoms, causes, incidence, and history of syphilis and gonorrhea. It clearly explains the aspects of detection and the methods of treatment, from early mercury and other heavy metal treatments to modern effective therapy through penicillin. The book uses case histories and anecdotes to emphasize key points such as the rapidity with which infection spreads, the difficulties faced by health workers in attempting to reach all likely victims, and the ignorance and hypocrisy which prevent the disease from being eradicated. There are photographs to supplement the descriptions of common symptoms and clinical effects. (BD)

**ED 113 321** SP 009 556

Mills, Gretchen C. And Others

**Discussing Death; A Guide to Death Education.**

Pub Date 75

Note—140p.

Available from—ETC Publications, Department M, 18512 Pierce Terrace, Homewood, Illinois 60430 (\$8.50 cloth, \$5.50 paper)

**Document Not Available from EDRS**

Descriptors—\*Curriculum Guides, \*Death, Education, Elementary Secondary Education, \*Health Education, Physiology, Psychological Patterns, \*Student Attitudes

Identifiers—\*Death Education

This guide is separated into the following four age groups: 5-6 years, 7-9 years, 10-12 years, and 13-18 years. Curriculum concepts and learning opportunities are presented more or less sequentially from the basic to the more difficult. Information at the beginning of each age-level section provides a brief summary of the general understanding of death by children at the developmental level. Various concepts are presented at each age level and are organized in the following manner: (1) learning opportunity, (2) objectives, (3) activities, and (4) notes to teacher. At the end of each age-level section, complete bibliographical information is given for resources that have been suggested under each concept. Many of the learning opportunities suggest the use of novels, short stories, poems, and plays. To help the teacher creatively integrate the numerous literary references an outline is included of various approaches in Appendices A and B. There is no provision for student assessment. Options are included under notes to the teacher. (BD)

**ED 113 322** SP 009 557

Humphrey, James H. And Others

**Health Teaching in Elementary Schools.**

Pub Date 75

Note—341p.

Available from—Charles C. Thomas, Publishers, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$12.75)

**Document Not Available from EDRS**

Descriptors—\*Curriculum, \*Curriculum Guides, \*Elementary Education, Evaluation, \*Health Education, \*Health Guides, Health Programs, Instructional Media, Interdisciplinary Approach, Program Evaluation, Student Evaluation

This guide for teaching elementary school health education attempts to (1) depict the meaning of modern health education; (2) present principles of learning applied to health education; (3) propose a health curriculum based on valid criteria and suitable for use in the various grade levels of the elementary school; (4) explore the many possibilities for health educational media; (5) identify ways in which health might be taught in conjunction with other subject areas; and (6) point up certain innovations in providing desirable health learning experiences for children. Chapter one introduces the concept of the total school health program. In chapter two, a discussion of teaching and learning is presented in terms of an application to health education. Chapter three is designed to help the reader determine what to teach, and chapter four provides a number of media suitable for use in health teaching. Chapters five and six present suggestions for the elementary school health curriculum and explain what might be taught at the different grade levels. In chapter seven, many recommendations are made to show how teachers might deal with the sensitive areas of health education, such as alcohol, drugs, and sex. Chapter eight shows how teachers can capitalize on movement experiences of children in the development of health concepts. In chapter nine, a searching and systematic study of integration of health teaching has been made. The last chapter discusses evaluation with emphasis on ways and means of assessing pupil progress with respect to knowledge, attitudes, and behavior. (BD)

**ED 113 323** SP 009 558

Shelden, Miriam F.

**Greek Athletics in the Writings of the Greek Historians.**

Pub Date Mar 75

Note—9p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Athletes, \*Athletics, \*Greek Civilization, \*Historical Reviews, \*Physical Activities

The purpose of this study was to find out what Greek historians actually said about athletics during the centuries 700 B.C. to 400 A.D. To achieve this, the writings of Greek historians were systematically examined for words, phrases, sentences, and comments pertaining to or mentioning Greek athletics and athletes. These were recorded on separate cards, and eventually classified according to topic. Topics were then grouped under the following three headings: (1) the individual and athletics; (2) festivals; and (3) outgrowths of athletics. Concepts related to the role of athletics in Greek society were derived from these groupings of quotations and references. In relation to the first topic, it was found that the individual athlete in Greek society benefited from athletics both intrinsically and extrinsically through individual exercise and public honor. Concerning the second topic, it was found that attending festivals and athletic contests was a way of life for the Greek people (historians mentioned 37 different festivals and countless other athletic contests which were not given specific names). With regard to the third topic, it was found that almost everyone in the Greek world was affected by athletics, either directly or indirectly. For example, time was measured in Olympiads, locations were given in relation to athletic sites, and artists used athletes as models for their works. In conclusion, the author states that athletics and sport were integral to the thinking and concerns of Greek historians. (Author/BD)

**ED 113 324** SP 009 559

Peters, Richard O.

**Essays on the Nature and Structure of Teacher Education in America as Related to the Learning Process.**

Pub Date Oct 75

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Curriculum Development, Higher Education, Inservice Programs, Learning Processes, Resource Centers, \*Teacher Education, Teacher Participation, Teacher Role, \*Teaching Methods

This paper contains six essays concerning the relationship between teacher education and the



learning process. The first discusses various teacher training strategies at the university/college level and in inservice workshops. The second states that teachers should be freed from classroom chores to spend more time on curriculum development and team planning. The third essay focuses on utilizing environmental resource facilities in effective and cognitive learning processes. The fourth essay states that the formalized learning process consists of those activities related to the competencies of instruction and learning, and those that enhance and reinforce affective, cognitive, and motor skills development. It goes on to say that teachers must be trained in all these activities. The next essay discusses the teacher and curriculum instruction. It states that teacher trainees and experienced teachers must become involved in building school programs in order to develop the necessary skills and understandings related to this process. The final essay deals with the roles of the classroom teacher, and emphasizes that teacher training institutions have a responsibility to show their students all the ways these roles might be needed in a classroom situation. (RC)

**ED 113 325** SP 009 560

Weil, Marsha. And Others

**A Study of Teacher Trainee Learning Styles and the Development of Competence.**

Pub Date Apr 75

Note—71p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Learning Characteristics, Learning Processes, Learning Theories, Performance Based Teacher Education, \*Performance Criteria, \*Preservice Education, \*Teacher Education, Teacher Education Curriculum, \*Teaching Skills

This report presents the results of research undertaken to determine the individual learning styles of teacher trainees and to better understand the development of teacher competency, particularly as it relates to teacher trainee learning styles. The research was conducted over a nine-month period in the context of the regular Teachers College Preservice Program for Elementary Teachers at Columbia University. The research is divided into two studies. The first is a developmental study of teacher competency and the second a study of the influence of teacher trainee learning styles on the development of teacher competency. In the first study, models of teacher are described and three types of competencies (planning, teaching, and terminal) are identified. It is reported that practice increased the level of teaching competency in each model. In the second study, four learning styles are identified and tests are made to show the influence of trainee learning styles on response to training and on pupil outcomes (recall and concept attainment). It was found that, for all learning styles, level of competence varied with the complexity of the model, and that some styles are stronger in planning than in performance. (BD)

**ED 113 326** SP 009 561

**Papers on Theoretical Issues in Health Education.**

California Univ., Berkeley. School of Public Health.

Pub Date Sep 74

Note—245p.; Papers presented at the Dorothy Nyswander International Symposium (September 27-28, 1974)

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—Attitudes, Community Development, Group Dynamics, \*Health Education, Health Personnel, \*Health Programs, Human Development, Medicine, Social Change, Social Environment, \*Symposia, Theories

This document is a collection of 17 papers on theoretical issues in health education presented at the Dorothy Nyswander International Symposium. The introduction, entitled "Theory and Practice in Health Education: A Synthesis," attempts to highlight some of the features of these papers and their relevance for health education practice. The papers show a diversity in subject matter and scope and include such subjects as health education in the medical care setting, community organization, and educational diagnosis. Several papers examine various theoretical concepts and their applicability to health education practice. The papers emphasize people and the predominant position they play in decisions about their

own health actions. Another common characteristic of the papers is the emphasis on precision in the delineation and analysis of whatever aspects of health education are under consideration (defining health education, causes affecting the individual or group behavior, analysis of data, program planning and methods, evaluation, training, and administrative framework). Yet another characteristic of the papers is the emphasis on theory or the ways to use theory in the practical implementation of programs. (BD)

**ED 113 327** SP 009 562

Heidelbach, Ruth. Ed.

**Developing Supervisory Practice. Bulletin No. 41.**

Association of Teacher Educators, Washington, D.C.

Pub Date 75

Note—44p.

Available from—Association of Teacher Educators, 1701 K Street, N.W., Suite 1201, Washington, D.C. 20006 (Stock No. 861-27516, \$3.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Inservice Teacher Education, Student Teachers, \*Supervision, \*Supervisors, \*Supervisory Activities, \*Supervisory Methods, \*Teacher Supervision

This monograph contains three papers on the subject of supervision. The first paper takes the view that supervision is one tier of the teaching profession. The author's model is based on the assumption that over a period of time one's teaching practice not only improves but also increases in dimension and scope. The stages of preparation, induction, and retention are presented as a collaborative process. The author then summarizes the features, results, and implications of her proposal and provides a description of the components of her model. The second paper views the role of the inservice supervisor, using five major assumptions about professional programs for teachers. The authors state that there is a direct relationship between what we believe about people and the kind of supervisory practice and inservice programs that will be developed. The last paper focuses on supervisory influence and suggests that attention be given to "direct" and "indirect" models and qualities. The five staged systemic organization of supervisory teaching which the authors describe is intended to facilitate the resolution of instructional problems which supervisors and clients identify. The authors report the findings of studies which question the supervisory system's effect on student teachers' performance. (RC)

**ED 113 328** SP 009 563

Bender, Albert E.

**Centers for Teachers: England and the U. S. A.**

Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date Sep 75

Note—19p.

Available from—Oregon ASCD Curriculum Bulletin, P. O. Box 421, Salem, Oregon 97308 (\$1.50)

Journal Cit—Oregon ASCD Curriculum Bulletin; v29 n328 p1-17 Sep 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administration, \*Comparative Education, Foreign Countries, Inservice Teacher Education, Program Descriptions, \*Resource Centers, \*Teacher Centers

Identifiers—England, Wales

Teachers' centers were developed in England and Wales, and although American educators have been quick to adopt words such as teacher center and resource center, they do not understand the basic of teachers' centers. In England and Wales, the centers are established in response to very subjective local teacher needs. Teachers' centers for primary teachers are the most common type, and they all serve both the social and professional needs of teachers. There are also technical and science centers for teachers, operated by specialists who are not teachers. Resource centers are like teachers' centers, except that the major emphasis is on the professional side as opposed to the social side of the teachers' lives. Miscellaneous centers include materials centers and centers which are very narrow in their interest and tend to be operated by one person. Establishment of professional centers has also been proposed. These centers would be similar to teachers' centers, but would be responsible for the supervision of the probationary

teacher. In America, the teachers' centers are for the teachers but are not under teacher control. Teachers may recommend, but they do not control the financial aspects, hire the center leader, or decide what materials and equipment are to be secured or who can use the center. If a free society is evolving, then American schools need the type of educational changes presently underway in England and Wales. (RC)

**ED 113 329** 95 SP 009 564

**Preliminary Report of a Factorially Designed Experiment on Teacher Structuring, Soliciting, and Reacting. Occasional Paper No. 7.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Occas-Pap-7

Pub Date Oct 75

Contract—NE-C-00-3-0061

Note—13p.

Available from—Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California (No price quoted)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Elementary Education, Grade 6,

\*Questioning Techniques, \*Teacher Behavior,

\*Teacher Response, \*Teaching Methods,

\*Teaching Techniques

This report describes the results of an experiment on teacher structuring, soliciting, and reacting behavior. Four teachers each taught eight groups of sixth-grade students using eight different variations of the classroom recitation strategy. The eight variations differed in the amount and kind of structuring, soliciting, and reacting behavior used by the teachers. Classes that were asked more recall questions during the lesson (low soliciting) performed better on the achievement posttest than did classes that were asked more thought questions (high soliciting). Classes taught with a high level of structuring did slightly better than classes given little structuring. Classes that received praise for correct answers and reasons for the wrongness of an answer (high reacting) did slightly better than those classes given neutral feedback and no reason for an answer's being considered wrong (low reacting). Although the results of the study showed variations in the recitation strategy did not make a dramatic difference, they also did not show that the recitation strategy itself was a weak teaching approach. The results for student achievement and attitude showed that the effects of the teacher were sometimes greater than the effects attributable to the teaching variations. (Author/RC)

**ED 113 330** SP 009 565

Alvir, Howard P.

**Mod Kit for Modularized Learning Activity Packages.**

GREC—FILMS, Montreal (Quebec).

Report No.—ICIS-3525

Pub Date 3 Jun 75

Note—31p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Instructional Materials, \*Learning,

Learning Activities, \*Objectives, \*Post Testing,

\*Pretesting, Teacher Workshops, \*Workbooks

Identifiers—\*Learning Modules

This collection of workshop materials demonstrates how to develop learning modules through examples, illustrations, explanations, case studies, comparisons diagnosis, and prognosis. For the projected workshop, a module is defined as a modularized learning activity package composed of objectives, pretest, learning environments, and posttest. The author states that the term "modularized" stresses the relationship to school philosophy, end product, level objectives, and curriculum. It is also stated that the most important thing is to start with a clear idea of what is desired as an end product. This end product must be translated into certain basic things that must be learned by the end of the program. The workshop should equip teachers with the skill to produce modules composed of objectives, pretest, learning environments, and posttest. (RC)

**ED 113 331** SP 009 566

Newton, Fred B.

**The Kentucky Plan for Improving the Professional Performance of School Personnel: The State Overview.**

Pub Date 31 Oct 75

Note—15p.; Paper presented at the Kentucky Association of Teacher Educators (Richmond, Kentucky, October 31, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Educational Assessment, Inservice Teacher Education, Performance, Performance Criteria, School Personnel, \*Staff Improvement, \*State Boards of Education, \*State Departments of Education, \*State Programs, Teacher Improvement  
 Identifiers—\*Kentucky

In December 1973, the Committee to Improve Performance of School Personnel was established. The task of the Committee was to create an effective system of improving professional performance which could be put into practice in any school situation in Kentucky, a system which could be utilized with all professional staff members whether they be classroom teachers, administrators, or other professional personnel. A State Board Regulation was passed on September 10, 1975, which required each local board of education to provide for the involvement of every professional school employee in an individualized program of self-evaluation and performance improvement through the application of the Kentucky Plan. The Kentucky Plan is designed to assist in the development of a system tailored to the particular needs of a school district. For successful implementation of the Kentucky Plan, there must be harmony between participating parties in the development of local school district plans. The resources of the State Department of Education and the Educational Regions must be effectively utilizing to provide the necessary skills needed in a program of this magnitude. The Educational Region is designed to provide ancillary service to the local school districts under the approval of the State Department of Education. The Educational Region can be an effective delivery system in the implementation of the Kentucky Plan. Professional organizations and higher education must also be involved in its implementation. (RC)

**ED 113 332** SP 009 567

Hurewitz, Carol Hurewitz, Paul  
 Teacher Characteristics and Their Relationship to Cognitive and/or Affective Learning in Elementary School.

Note—14p.  
**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Affective Behavior, \*Cognitive Development, \*Effective Teaching, Elementary Education, \*Elementary School Teachers, \*Learning, Self Esteem, Student Teacher Relationship, Student Teachers, Teacher Characteristics, Teacher Motivation

This study investigated 34 selected teacher characteristics that relate to cognitive and/or affective learning in elementary school. A questionnaire for identifying characteristics of effective teachers was developed and distributed to fifty graduating student teachers. Three questionnaires were excluded because they signified "None" on the questionnaire, indicating that no elementary teacher had significantly motivated them in a positive way. Each item on the questionnaire was given an affective, cognitive, or both cognitive and affective categorization. The Chi Square test for significance at the .05 level was used. Of the 34 items included in the study, 27 were found to be significant. It was found that all 47 students selected both affective and cognitive categories of influence. The study indicated that the motivating teachers were seen in a similar fashion by their individual pupils. The findings suggested a picture of a teacher who is confident about himself/herself and able to relate in a meaningful way to others by helping them to feel positive about themselves. (Author/RC)

**ED 113 333** SP 009 570

Goddu, Roland Pitman, John  
 Retrospective Fiscal Analysis of NEPTE Supported Development Projects.

New England Program in Teacher Education, Durham, N.H.  
 Pub Date Jun 75

Note—26p.  
**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Cooperative Programs, Costs, \*Educational Finance, Educational Programs, Financial Policy, Financial Support, Staff Improvement, Teacher Education  
 Identifiers—\*New England Program in Teacher Education

This report discusses the impact of the New England Regional Commission (NERCOM) funds allocated by the New England Program in Teacher Education (NEPTE) on local programs where experimental approaches were designed to improve existing teacher education practices. Specifically, this report addresses the costs associated with various activities that make up a project cycle and lead to outputs by funded projects in terms of products and/or personnel resources (either used to do training or to serve as resources for other projects). The report discusses six staff Development Cooperatives funded by NEPTE from 1971-1974. It represents a first level analysis of the effect of dollars investment and utilization in the cooperatives. The dollars given to each cooperative are the project inputs. Two general categories—organizational, and training and product development—are used to discuss costs associated with a given project activity. What was produced by each cooperative represents the output of the project cycle. Outputs in this report may be either exportable products or personnel resources that were used or developed as a consequence of project operations. (RC)

**ED 113 334** SP 009 571

Goddu, Roland Pitman, John  
 Retrospective Fiscal Analysis of NEPTE Resource Development Projects.

New England Program in Teacher Education, Durham, N.H.

Pub Date Aug 75

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Annual Reports, Costs, \*Educational Finance, Educational Programs, \*Financial Support, \*Project Applications, Resource Allocations, Teacher Education

Identifiers—\*New England Program in Teacher Education

The purpose of this report is to discuss the impact of the New England Regional Commission (NERCOM) funds and other development funds allocated by the New England Program in Teacher Education (NEPTE) on the implementation of programs by local groups to improve existing teacher education practices. Specifically, this report addresses the costs associated with project activities that provided outputs in terms of products and/or training resources utilized. The report discusses 20 projects funded by NEPTE from 1971 to 1974. The projects are divided into the following two categories: (1) "Unique Projects," or attempts by people to do something they had never done before, and (2) "Refinement Projects," or attempts by people to make something work better. The report discusses the total funds allocated and presents an analysis of the cost categories of the projects. The information given is supported by charts. There is also a list of general conclusions about how the funds were spent. (RC)

**ED 113 335** SP 009 572

Schmidt, Norma G.  
 Development of an Instrument to Evaluate the Knowledge of Elementary Teachers about Venereal Disease.

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Communicable Diseases, \*Elementary School Teachers, Health, \*Health Education, Multiple Choice Tests, Sex Education, \*Test Construction, \*Venereal Diseases

Identifiers—\*Schmidt VD Knowledge Evaluator

The purpose of this study was to develop a valid, reliable test to measure the knowledge of elementary school teachers about venereal disease. Recommended scientific test construction procedures were carefully followed. These included the development of a content outline and a table of specification; submitting potential test items to a review panel; revision of items and initial administration of the test; item analysis, revision, and a second administration; and the item analysis and revision which resulted in the "Schmidt VD Knowledge Evaluator." This test consists of 45 multiple-choice items related primarily to syphilis and gonorrhea, with some items related to the other venereal diseases. Test construction procedures assure face validity, and the Kuder-Richardson formula estimates reliability to be 0.79. The instrument would be useful as a pretest and/or posttest for inservice programs, workshops, and seminars for teachers, school nur-

ses, or any similar group. (The "Schmidt VD Knowledge Evaluation" is included.) (Author)

**ED 113 336** SP 009 573

Martin, Lawrence A.  
 Effects of Competition upon the Aggressive Responses of College Basketball Players and Wrestlers.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Aggression, Analysis of Variance, \*Athletics, \*College Students, Comparative Testing, Higher Education, Physical Education, \*Psychological Testing

Identifiers—Basketball, Rosenzweig Picture Frustration Study, Wrestling

This study was designed to investigate the effects of winning and losing competition upon the aggressive responses of intercollegiate basketball players and wrestlers. The Rosenzweig Picture-Frustration Study was administered to 32 Springfield College undergraduates (1) during a normal emotional state, (2) after winning a contest, and after losing a contest. A 2X3 factorial ANOVA with repeated measures across one factor was used to analyze the data. Following winning competition, the normal level of extrapunitive aggression was reduced significantly for basketball players (P less than .05). After losing, wrestlers showed a significant increase in extrapunitive aggression (P less than .05). For all subjects, extrapunitive aggression was higher during the normal state than it was following winning competition (P less than .01). It was concluded that losing competition may be a more frustrating experience for individual sport athletes than for team participants. In addition, winning competition has aggression reduction value to both types of participants. (Author)

**ED 113 337** SP 009 574

Reynolds, Maynard C.  
 Changing Roles of Special Education Personnel.

Pub Date 73

Note—50p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Exceptional (Atypical), Handicapped, Normalization (Handicapped), \*Parent Associations, Regular Class Placement, Special Classes, \*Special Education, \*Special Education Teachers, \*Special Programs, Special Schools, Teacher Role, Teaching Methods

The "special" quality of special education is the body of knowledge, skills, and attitudes which are used in the education and training of exceptional school children. In practice, these children have been those who public school systems could not or would not teach. The history of education for exceptional children is a simple story of massive neglect, denial, and rejection. The first institutions organized for the blind, deaf, and retarded were residential. Some distinctive programs for exceptional children were organized in public day schools at the turn of the century. But it was not until after World War II that a remarkable surge of activities on behalf of handicapped children began. Currently the field of special education is negotiating a more integrated place for exceptional children in both the public schools and the communities in which they live. There are many new trends in special education taking place today. Since 1970, parents have returned to the courts as a means of promoting public action. Individualism and mainstreaming have both emerged as important trends in this decade. Lastly, a more open view of human capacities seems evident. Special education is in the early phases of a major transformation. An unusual set of opportunities challenges special educators to influence their future and that of the children they serve. (RC)

**ED 113 338** SP 009 575

Bowman, Locke E., Jr. And Others  
 Education for Volunteer Teachers: A Report on the Project for the Advancement of Church Education (PACE) 1968-1970.

Arizona Experiment, Scottsdale.

Pub Date 71

Note—209p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Church Programs, \*Church Workers, \*Religious Education, Teacher Characteristics, \*Teacher Education, Teacher Im-

provement, \*Teacher Workshops, Teaching Skills, \*Volunteer Training

The purpose of the Project for the Advancement of Church Education (PACE) was (1) to test the hypothesis that INSTROTEACH workshops improve the competence of volunteer teachers, (2) to test the hypothesis that Learning Laboratory training improves the competence of volunteer teachers, and (3) to conduct studies on the correlation between teacher competency and selected teacher characteristics. The results of the research showed that the workshops are an effective means of improving teacher competence. The results also were sufficiently encouraging to suggest that the laboratory treatment could be developed further. The analysis of the correlated studies of the teacher's in PACE suggested that INSTROTEACH may be in some degree a measure of teacher personality. The project staff also pursued the following objectives: (1) to conduct and report studies on laboratory student attendance, (2) to report related studies on church school enrollments, and (3) to develop attainable objectives toward improvement of volunteer teaching in the future with recommendations for practical steps to attain them. Annexes are attached which contain articles by the Project Director and Technical Assistant, a memorandum on research design selection, and a detailed evaluators report. Eleven appendices are also included which contain tables, lists of components, and definitions. (RC)

ED 113 339 SP 009 576

Green, Charles R., Comp.

Writing an Instructional Unit with Behaviorally Stated Objectives. A Five-Day In-Service Workshop Instructional Unit.

East Texas State Univ., Commerce.

Pub Date May 71

Note—83p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Behavioral Objectives, Course Objectives, Educational Objectives, \*Inservice Teacher Education, Instructional Materials, Manuals, Process Education, Teacher Developed Materials, Teacher Workshops, \*Unit Plan

This manual presents a guide that organizes and coordinates the information necessary to plan and write an instructional unit that contains behaviorally stated objectives and to prepare an evaluation that measures what is taught. The manual contains (1) a list of general objectives, (2) a list of behavioral objectives, (3) the class procedure, (4) assignments, (5) instruction aids, (6) an evaluation (examination), (7) an evaluation of the instructor's objectives, and (8) a bibliography. The chapter on instruction aids is the longest chapter and contains a pretest, an explanation of planning cycle, and six papers describing how to write behavioral objectives. The desired results hoped for in this workshop are not only that teachers will learn to plan and write instructional units but also that teachers will come to see the purpose and value of such a tool in teaching. (RC)

ED 113 340 SP 009 577

Cichon, Donald J. Olson, George E.

A Study of Measures of Classroom Learning Environments. Technical Report Number 4.

Roosevelt Univ., Chicago, Ill. Coll. of Education. Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date 75

Note—73p.; Appendix C will reproduce badly

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Classroom Environment, Classroom Observation Techniques, \*Educational Environment, \*Learning, \*Measurement Instruments, \*Observation

Identifiers—\*Learning Environment

This study deals with the following topics: (1) the extent to which three different learning environment instruments and their underlying conceptual framework are empirically related, and (2) the extent to which intensive observation of classrooms aids in the interpretation of instruments' characterizations of a class. In the first part of the study, three instruments measuring student perceptions of psychological aspects of classroom learning environments were administered to 233 high school students in 11 classes. The three instruments were the Learning Environment Inventory, the Class Activities Questionnaire, and the Authenticity, Legitimacy, and Productivity (ALP) Ethos Instrument. The

instrument data were analyzed using the individual as the unit of analysis. The second part of the study involved nonparticipant observation of one of the original 11 classrooms. The results provided a baseline of data for the possible synthesis of studies, making use of each instrument separately (1) to raise more detailed hypotheses of learning environments, (2) to explicate methodological issues, and (3) for the constructive consideration of "unintended" effects of curriculum. (The learning environment instruments and data from the study are included in appendices.) (Author/RC)

ED 113 341 SP 009 578

Ward, Terry

Research Techniques in Biomechanics.

Pub Date 75

Note—5p.; Paper presented at the Southern District of the American Alliance for Health, Physical Education, and Recreation (San Antonio, Texas)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Biochemistry, \*Biology, Electromechanical Aids, Electronic Equipment, Instrumentation, \*Measurement Instruments, Measurement Techniques, \*Mechanics (Physics), Motor Development, \*Motor Reactions, Physiology, Psychomotor Skills, Research Methodology

Identifiers—\*Biomechanics

Biomechanics involves the biological human beings interacting with his/her mechanical environment. Biomechanics research is being done in connection with sport, physical education, and general motor behavior, and concerns mechanics independent of implements. Biomechanics research falls in the following two general categories: (1) that specific research which contributes to the body of knowledge of motor behavior based on biomechanical type problems, and (2) the service components biomechanics provides to other subdisciplines for delineation of movement. The methods and general instrumentation techniques utilized in biomechanics research include (1) cinematography or high speed film (to record and analyze movement); (2) electronic transducers (to convert mechanical displacement, velocity, or acceleration into electrical voltage); (3) electrogoniometers (used to measure joint displacement); (4) anthropometry (technique of measuring length, girths, and widths of various part of the human body); and (5) electromyography (EMG) technique of investigating electrical activity associated with muscular contraction). (BD)

ED 113 342 SP 009 579

Cracraft, Joe D.

The Effects of Exercise on the Firing Patterns of Single Motor Units.

Pub Date May 75

Note—18p.; Paper presented at the Annual Meeting of the American College of Sports Medicine (New Orleans, Louisiana, May 22-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Athletics, \*Biochemistry, \*Exercise (Physiology), \*Motor Reactions, Muscular Strength, Physical Activities, Physical Fitness, Physiology, \*Statistical Studies

Identifiers—\*Firing Patterns

In this study, the training effects of static and dynamic exercise programs on the firing patterns of 450 single motor units (SMU) in the human tibialis anterior muscle were investigated. In a six week program, the static group (N=5) participated in daily high intensity, short duration, isometric exercises while the dynamic group (N=5) participated three times weekly in low intensity, moderate duration, isotonic exercises. The control group (N=4) did not participate in an exercise program. Pre- and post-test SMU firing patterns were recorded by means of 26 gauge tygon coated monopolar needle electrodes. In order to assess the degree of impermissibility or periodicity of motor unit firing, an interspike interval (ISI) longer than 260 milliseconds was defined as a lapse in motor firing. An individual ratio of normal ISIs to lapses for each SMU three minute recording run and the mean ratio for each subject (MLR) were calculated. Significant differences were found between MLR pre- and post-test values for both groups (p less than 0.05). These results indicate that changes in motor unit firing can be produced by specific exercise programs. High intensity, short duration exercises

produce more variable than normal firing rates, and low intensity, long duration exercises produce firing rates less variable than normal. (Author/BD)

ED 113 343 SP 009 580

Williams, Joseph H.

Training in Interaction Analysis as a Means of Staff Development for Master Teachers, Classroom Teachers and Paraprofessionals. Maxi II Report.

Pub Date 15 May 75

Note—197p.; Submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Behavioral Objectives, Behavior Development, Behavior Rating Scales, \*Classroom Communication, Cooperating Teachers, \*Inservice Programs, \*Inservice Teacher Education, Learning Processes, Paraprofessional School Personnel, Questionnaires, Staff Improvement, \*Student Teacher Relationship, Teacher Behavior, Teacher Improvement

The purpose of this study was to test the effectiveness of an inservice staff development program in promoting change in patterns of teacher-child interaction. The program used (1) the combined techniques of systematic analysis of teaching behavior with the Behavior Ratings and Analysis of Communication in Education (BRACE) observation system, (2) self-confrontation through videotapes, and (3) joint conferencing between a teacher and a person acting in a staff development capacity to produce changes in adult-child communication which are related to the goals of developing thinking, self-activated learners. Fifteen subjects participated in the study. The treatment was effective in producing increases in the amount of adult communication dealing with logic and with communication which supports learning (p less than .05). The treatment was also effective in producing increases in the amount of child initiated communication (p less than .05), of child communication dealing with logic (p less than .05), and of the total volume of child communication. In addition, the participants perceived the program as helpful and worthwhile. The results of this study suggest that this type of staff development and program to change adult-child patterns of interaction should be continued and implemented on a wider basis. (Sixteen appendices are attached which include letters, questionnaires, and other material relevant to the study.) (Author)

ED 113 344 SP 009 581

Swift, Marshall S.

Spivack, George  
Alternative Teaching Strategies: Helping Behaviorally Troubled Children Achieve. A Guide for Teachers and Psychologists.

Pub Date 75

Note—217p.

Available from—Research Press, 2612 N. Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

Document Not Available from EDRS

Descriptors—\*Academic Achievement, Academic Failure, \*Behavior Problems, Elementary Education, Elementary School Students, \*Socially Deviant Behavior, Teaching Guides, \*Teaching Methods, \*Teaching Procedures

This book provides (1) specific information about overt classroom behaviors that affect or reflect academic success or failure, and (2) information and suggestions about alternative teaching strategies that may be used to increase behavioral effectiveness and subsequent academic achievement. The focus of the book is on specific behaviors, behavior groupings, and total behavior patterns of children which, through a long series of research projects, have been shown to describe and distinguish successful and unsuccessful students throughout the elementary school grades. This focus is coupled with extensive step-by-step descriptions of alternative teaching strategies that can be practically incorporated into plans for each child or groups of children in the classroom. The first chapter, concerning the proportion of children displaying disturbance in school, provides the teacher, and those with responsibility to help the teacher, with a realistic picture of how many children are having difficulty coping in the classroom. Each of the next 10 chapters provides extensive and detailed descriptions of specific, feasible teaching alternatives for working with students displaying each of the achievement-re-



lated behavior dimensions mentioned in Chapter One. The focus of the last chapter is upon common elements among teaching strategies. In this chapter previous discussions of alternative teaching strategies are reviewed. (RC)

**ED 113 345** SP 009 582  
Aspy, David N.  
**Toward a Technology for Humanizing Education.**  
Pub Date 74  
Note—123p.

Available from—Research Press Company, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—Humanism, \*Humanistic Education, \*Humanization, Human Relations, Individualized Instruction, \*Individualized Programs, Student Attitudes, Student Behavior, Student Participation, \*Student Teacher Relationship, Teacher Attitudes

This book presents both a rationale for humane classrooms and specific processes for developing them. In each chapter, a specific dimension of humane interpersonal relationships is presented, followed by an instrument for assessing the dimension and a study which both validates the dimension and illustrates how local investigators could employ it in their schools. Three technologies which can provide data for investigating the humanness of the interpersonal processes in a classroom through these dimensions are discussed. The first technology, interaction analysis procedures which describe quantitatively the verbal components of classroom interaction, is discussed in chapter 2. The second technology, discussed in chapter 3, was developed to delineate seven types of cognitive functioning in a classroom. The third technology discussed in chapters 4-6, is related to the assessment of levels of specific interpersonal conditions which determine whether an interaction is facilitating or retarding. The three critical dimensions of such interpersonal relationships are described as empathy, congruence, and unconditional positive regard. Chapters 7 and 8 present scales for measuring interpersonal relationships in terms of more global dimensions. The book also presents the central ideas and practices through which educators could work together toward creating a national thrust for the development of programs for humanizing classrooms. (BD)

**ED 113 346** SP 009 583  
Carter, Ronald D.  
**Help! These Kids Are Driving Me Crazy.**  
Pub Date 75  
Note—112p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—\*Behavioral Objectives, \*Behavior Change, \*Behavior Development, Behavior Patterns, \*Behavior Problems, Conditioned Response, Reactive Behavior, \*Student Behavior, Teacher Behavior, Teaching Guides

This book is a teacher's guide for dealing with and modifying children's behavior. Chapter one discusses behavior and how it is strengthened, weakened, or shaped by consequences of the behavior (rewarding, ignoring, punishing). Chapters two and three present techniques which can be used to strengthen desirable behaviors and weaken undesirable behaviors. Chapter four offers hints and tricks of the trade to be used in shaping behavior and in behavior maintenance. Chapter five presents a sample experiment used to modify a hypothetical student's undesirable behavior. Chapter six first gives some examples of children with problems and then discusses methods of dealing with and solving these problems. Chapter seven is an outline summary of the main points discussed in the book. Three appendices are attached. Appendix A is a three part survey quiz on the material presented in the book; Appendix B presents a classroom point system which the teacher may institute in order to modify students' behavior; and Appendix C is a list of "pay-offs" for school-aged children. (BD)

**ED 113 347** SP 009 584  
Buckley, Nancy K. Walker, Hill M.  
**Modifying Classroom Behavior: A Manual of Procedure for Classroom Teachers.**  
Pub Date 74  
Note—95p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—\*Behavior Change, \*Behavior Development, \*Changing Attitudes, Contingency Management, \*Negative Reinforcement, \*Positive Reinforcement, Social Reinforcement, Student Behavior

This book for teacher trainees and practicing teachers contains programmed lessons that are designed to explain the theory and techniques of classroom behavior modification. The first part deals with basic principles of behavior modification and includes chapters on how behaviors are learned, why they are maintained, and how they can be eliminated. It also contains a chapter on measuring behavior. The second part focuses on modifying classroom behavior. The chapters are divided into sets, each of which represents a different concept important to the chapter focus. Each set begins with a narrative designed to present new material. The programmed items were selected to give feedback to the reader regarding understanding of the material. In addition, the programmed items, or frames, incorporate classroom application of the concepts. The reader should respond to each of the items prior to checking the answer. Many of the sets contain exhibits which are excerpts from actual research done in the field of behavior modification. A list of suggested reading is included for those interested in learning more about the procedures and applications of behavior modification. (RC)

**ED 113 348** SP 009 585  
Deibert, Alvin N. Harmon, Alice J.  
**New Tools for Changing Behavior. Revised.**  
Pub Date 74  
Note—147p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—\*Behavioral Objectives, Behavioral Science Research, \*Behavioral Sciences, \*Behavior Change, \*Behavior Development, \*Behavior Problems, Behavior Rating Scales, Retarded Children, Socially Deviant Behavior

This book deals with the science of behavior and how it can be used humanely for positive and direct change. It was written for a mass audience, including parents, persons with elderly family members, the helping staff in clinical situations, college students, and teachers in training. Part 1 discusses the science of behavior and includes chapters on the basic behavioral law of reinforcement, subprinciples of reinforcement (timing, pairing of verbal and physical rewards, scheduling, and shaping), and observing behavior. Part 2 deals with the clinical application of these behavioral laws, and includes chapters discussing the behaviorally disordered child, the retarded child, adolescents, adults, punishment, and case studies illustrating specific applications of positive behavior management. "Question frames" have been inserted throughout the text to give the reader feedback on how well he/she is reading and understanding the material. They consist of a statement in which one or more blank spaces appear for the reader to fill in based on the material presented in the one or two preceding paragraphs. The book also suggests a list of six books for further reading. (BD)

**ED 113 349** SP 009 586  
Schultz, Edward W. And Others  
**Pain and Joy in School.**  
Pub Date 74  
Note—71p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—Elementary Secondary Education, \*Humanistic Education, Poetry, \*School Role, \*Short Stories, \*Student Attitudes, \*Student Teacher Relationship

This book deals with how schools can generate experiences which are both painful and joyful to students. It endorses a kind of schooling which will teach students love of life, pursuit of truth, and human compassion. The book presents both the joyful and painful experiences of students through short stories and comments by both children and parents. The first section, on painful experiences, contains 18 stories, dealing with such topics and experiences as indifferent teachers,

physical punishment, violent teachers, experiencing shame, learning not to be yourself, having your feelings ignored, rules that dehumanize, and uncaring teachers. The second section, which deals with joyful experiences, contains 15 stories, on topics and experiences such as mutual respect, sensitive teachers, having the courage to try something new, a principal who cares, a teacher who stimulates learning, interested parents, and loving teachers. (BD)

**ED 113 350** SP 009 587  
DeRisi, William J. Butz, George  
**Writing Behavioral Contracts; A Case Simulation Practice Manual.**

Pub Date 75

Note—87p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—\*Behavioral Objectives, Behavior Chaining, \*Behavior Change, Case Studies, \*Contingency Management, Counseling, \*Performance Contracts, \*Reinforcement, Simulation, Writing Exercises

This book on writing behavioral contracts is structured to give the reader an opportunity to use contingency contracting in a situation that resembles the real world. Contracting is a technique used to structure behavior counseling by making each of the necessary elements of the process so clear and explicit that they may be written into an agreement for behavior change that is understandable and acceptable to everyone involved. Contracting is also a means of scheduling the exchange of positive reinforcements between two or more persons. The reader is introduced to the basic principles of contracting through the use of a sample case, and through exercises that will enable him/her to write behavioral contracts. Some elements of these exercises are left to chance. The exercises are designed so that sometimes things will go well and at other times chance will cause the reader to change his/her tactics. The last unit of the book contains detailed strategies collected from several programs that use contracting extensively. (RC)

**ED 113 351** SP 009 588  
Martin, Reed Lauridsen, David  
**Developing Student Discipline and Motivation; A Series for Teacher In-Service Training.**  
Pub Date 75  
Note—68p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—\*Behavior Change, \*Behavior Patterns, Classroom Environment, \*Discipline, Negative Reinforcement, Positive Reinforcement, \*Reinforcers, Social Reinforcement, \*Student Motivation

This book contains a widely used method for structuring learning in a positive environment. The material is presented in a workshop format. Each unit should be read and worked on for one week; the teachers should then meet to exchange ideas. Unit 1 discusses behavior, and informs the reader that if he/she wants to influence a change in behavior, he/she must first observe what is sustaining the behavior at its present rate. In unit 2 the reader is given instructions for observing his/her own behavior. Unit 3 presents ways to analyze the classroom environment, and focuses on methods of presenting tasks to children and their effect on responses. The basic principles of human behavior is the subject of unit 4. Unit 5 discusses the phases necessary to influence behavior. These phases include (1) an analysis of the situation, (2) a strategy for change if any is desired, and (3) an evaluation of what has worked and what else is needed. Using social reinforcers is the topic of unit 6 while unit 7 describes how to use nonsocial reinforcers. The last unit contains a checklist to use if the results are not satisfactory after attempting behavior change. An appendix containing critical issues for discussion is also included in this book. (RC)

**ED 113 352** SP 009 589  
Alvir, Howard P.  
**Applying Mastery Learning in the Classroom.**  
Pub Date Dec 75  
Note—31p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Autoinstructional Aids, \*Curriculum Guides, Health Education, Independent Study, \*Individualized Curriculum, Individualized Programs, Individual Study, Instructional Materials, \*Teacher Developed Materials  
**Identifiers—**\*Nursing Education

This booklet is intended for nursing education teachers, and provides them with the product and process that was successfully used to develop education learning packets. The booklet contains six self-paced modules which aid the student in the assessment of the patient and which have been culled by one teacher from a larger bank of material organized by Computerized Information System for Nursing Education (CISNE). The six modules are (1) Principles of Observation, (2) the Physical Examination, (3) Diagnostic Tests, (4) Vital Signs, (5) Blood Pressure, and (6) Recording and Reporting. Each of these six modules includes a stated purpose, a vocabulary list, behavioral objectives, evaluation guidelines, and a study guide. Provisions are made for student evaluation in each module. (BD)

**ED 113 353 SP 009 590**

**Alvir, Howard P.**

**The Most Important Five Minutes in Any Lesson (or Workshop).**

**Pub Date Nov 75**

**Note—22p.**

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Effective Teaching, \*Lesson Plans, \*Planning, Teaching, Teaching Methods, Teaching Procedures, \*Teaching Skills, \*Teaching Techniques

There are several critical five minute periods in any lesson, and it is important for teachers to know how to use them. No matter how long a period may be, the most important five minutes, and no more, should be written out. This writing forces the teacher to put down on paper only the most important items. The first five minutes of a period should be extemporaneous. Any teacher who has carefully written out or thought out the most important five minutes of a lesson is in a good position to look over the group and decide where to begin. The last five minutes of every encountered session should be used to sum up what has been done and to clarify future expectations. The ability to establish some sort of human contact with the class before beginning the professional contact is a sign of a good teacher. The teacher should look around for a friendly face to focus on before beginning the lesson. If a teacher does a good job in presenting a lesson to at least one learner, there is a great possibility that the rest of the class will catch the main idea. The teacher who looks around for more friendly faces during the five minute warmup will find the class more receptive to what the teacher has to present. Staying around for at least five minutes after the end of a lesson provides the teacher with an opportunity for a followup between self-fulfilling teachers and aggressive learners. (RC)

**ED 113 354 SP 009 591**

**Alvir, Howard P. Alvir, Claire Gelinas**

**Workbook (A Staff Development Workbook) to Accompany Work Sessions on Seven Steps to Better Objectives.**

**Pub Date Oct 75**

**Note—50p.; Not available in hard copy due to marginal legibility of original document**

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Behavioral Objectives, Health Education, Instructional Materials, \*Workbooks, Writing Skills

**Identifiers—**\*Learning Modules, Nursing Education

This document contains outlines of work sessions on how to write better objectives and a workbook to accompany these sessions. The first section of the document discusses the following seven steps to be observed in writing better behavioral objectives: (1) write a simple behavioral objective; (2) edit your verb to make it an action verb; (3) revise your objective to make it learner-centered; (4) remove ambiguities to attain operational clarity; (5) chop-up the criteria into degrees of excellence; (6) pinpoint the conditions under which the learner will perform; and (7) ask a total stranger for his/her opinion of your objectives on steps 1-6 above. Three examples are presented in which these seven steps have been applied to a general objec-

tive in order to better define it. The first section also discusses applying these steps to allied health modules. The second section discusses the application of the material presented in the first section to a course outline. It covers gathering and classifying materials, determining categories and subcategories, and evaluation. The last section is a workbook which applies the seven steps outlined in the first section to nursing and health-related fields. (BD)

**ED 113 355 SP 009 592**

**McIntyre, Lonnie D.**

**The Academic Performance of Teacher Corps Interns at Michigan State University—An Interim Report.**

**Michigan State Univ., East Lansing. Coll. of Education.**

**Note—12p.**

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Academic Achievement, Elementary Education, Experimental Programs, Field Experience Programs, \*Internship Programs, \*Minority Groups, Performance Based Teacher Education, \*Preservice Education, \*Teacher Interns

**Identifiers—**\*Teacher Corps

This Teacher Corps program at Michigan State University is attempting to improve the quality of preservice teacher education within a competency based framework. The program emphasizes consistent use of instructional design and the instructional processes of assessment, goal setting, determining objectives, developing teaching strategies, and evaluating. During this two-year program, students spend 50 percent of their time in an internship at a Lansing elementary school and 50 percent of their time in completing degree requirements. Additionally, the interns receive field-based bilingual training and are involved in a variety of community based activities. In the spring of 1973, 30 interns were selected for this program from populations which included Mexican-Americans and/or Spanish-speaking, blacks, American Indians, and economically disadvantaged whites. On examining the academic achievement of these interns, it was found that the mean grade point average for these Teacher Corps interns was the same as for the seniors in the College of Education at Michigan State University. Fifty percent of the minority interns had grade point averages equal to or better than the average for the seniors in the College of Education. The nonminority interns had the highest grade point averages of any of the groups in this comparison. When the interns were grouped by sex, the male interns appeared very similar to the minority interns, while the females closely resembled the nonminority interns. (BD)

**ED 113 356 SP 009 593**

**Patterson, Billy J.**

**Guide for a Student Teacher Training Program.**

**Pub Date 17 Oct 74**

**Note—56p.; Paper submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)**

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Cooperating Teachers, Elementary Education, Guides, \*Practicums, Preservice Education, Student Teachers, \*Student Teaching, Teacher Education

The purpose of this practicum was to provide a planned procedure for the student teacher training program at Schertz Elementary School during April and May of the 1973-74 school year. The preceding teacher training program contained an excessive number of weaknesses, primarily involving lack of direction for the student teacher and lack of self-evaluation procedures. It was hypothesized that a set of guidelines could improve the efficiency of this program. These guidelines were designed to give the desired direction without hindering the initiative and creativity of those involved. Evaluation of this practicum was based on three sources of information. First, cooperating teachers were asked to compare the student teacher training program before and after the guidelines were put into use. Second, questionnaires about the guidelines were answered by all participants. The third source of information involved observation by the author, including analysis of checklists provided within the framework of guidelines, as well as observation of participants in action. Increased efficiency and effectiveness were indicated by all three sources; the practicum was, therefore, deemed successful. (Author/BD)

**ED 113 357 SP 009 594**  
**Guide for Administrators and School Nurses in the School Health Program.**

**Texas Education Agency, Austin. Div. of Guidance Services.**

**Pub Date 75**

**Note—77p.**

**Available from—Texas Education Agency, Division of Guidance Services, 201 East 11th Street, Austin, Texas 78701 (\$2.00)**

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**\*Health Education, Health Personnel, \*Health Programs, Policy Formation, Responsibility, \*School Health Services, \*School Nurses

The purpose of this handbook is to assist administrators and nurses in planning, organizing, and implementing an effective total school health program. Its contents are divided into three sections and seven appendices. The first section discusses the functions of the administration, including those of delineating responsibilities, formulating goals and objectives, and developing policies for the school health program. Section 2 concerns the functions of the school nurse. Some of the topics discussed are the major duties and responsibilities of the nurse in the school health program, the nurse's role in health instruction, the nurse's responsibility for the school environment, and continuing education and professional development. Section 3 contains 11 sample forms and procedures for use by the nurse and/or health administrator. The appendices contain various guidelines concerning school health care, requirements for school nurse certification, charts, reports, a list of resources, and a bibliography. (RC)

**ED 113 358 SP 009 595**

**Royson, Harry Adam**

**The Utilization of a Care Training Program and Projected Guide to Prepare and to Train K-12 Teachers Towards a Humanistic Philosophy of Education.**

**Pub Date 30 Mar 75**

**Note—284p.; Practicum submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)**

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

**Descriptors—**Course Evaluation, \*Guides, Humanism, \*Humanistic Education, \*Human Relations, \*Inservice Teacher Education, Teacher Behavior, Teacher Improvement

This is a guide written to detail a humanistic philosophy of education. It is the product of a 12-week training program for experienced K-12 teachers. The training program consisted of a basic movement program, regular lectures and discussions of human relations (relating, loving, learning), and practical workshops with simulated classrooms as an environment. The participants were selected from a population of volunteer teachers. Following the training program, participants returned to their classrooms in the beginning of the fall 1974 semester prepared to put into operation their training experiences. Several forms of evaluation were chosen to measure teacher performance, including regular observations, teacher check lists, and student evaluations. Review of evaluations provided data for a review of the guide. On completion of the project, it was proposed to have a teacher training course built around the guide to be adopted in at least one college and to pursue the possibility of further adoptions. This project was carried out satisfactorily. The humanistic philosophy of education, as detailed in the guide, and the training program produced productive and effective teaching experiences for participant teachers and their pupils. A course in human relations for teachers—designed around this guide—was adopted at Monmouth College, Department of Education, West Long Branch, New Jersey. (Author/BD)

**ED 113 359 SP 009 596**

**Smith, Leonard**

**The "Mentor" and Child-Agents of Reciprocal Change.**

**Pub Date May 75**

**Note—177p.; Practicum submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)**

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors—**\*Behavior Change, Grade 7, \*Human Development, Junior High Schools, \*Junior High School Students, \*Secondary School

### Teachers, Student Attitudes, Surveys, \*Teacher Behavior, Teacher Improvement

The purpose of this practicum was to make secondary school teachers more aware of their own behavior with children as individuals and to bring about change in a direction perceived by teachers, students, and the practicum designer to be positive rather than negative. One hundred twenty grade 7 students were selected to make up the Mentor Program group (experimental) and 120 grade 7 students were identified as the Comparative group (control). The Mentor Program children were involved with faculty Mentors during the school year. The Comparative group received no special kind of treatment. Throughout the school year the Mentors and children met as individual and group needs dictated. Each of the 240 students was administered the Student Attitudinal Instruments in the fall (pretest) and spring (posttest). The responses were then analyzed. The Mentors monitored their own behavior for negative acts. Questionnaires were also developed for the student and faculty groups, and the responses were analyzed. The investigations showed that the teacher group involved in the program improved their classroom behavior and that the child's perception of the teacher also improved. (RC)

## TM

### ED 113 360 TM 004 633

#### A Research Design for Year-Round Education.

Virginia Beach City Public Schools, Va.

Pub Date Apr 73

Note—19p.; For related documents, see ED 105 630-633, ED 109 158-161, and ED 109 184

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, Admission (School), Age, Comparative Analysis, \*Cost Effectiveness, Elementary Education, \*Evaluation, \*Experimental Programs, Mathematics, Parent Attitudes, Program Effectiveness, Reading, Reading Readiness, \*Research Design, Student Attitudes, \*Year Round Schools

Identifiers—Virginia (Virginia Beach), \*Virginia Beach 45 15 Pilot Program, Virginia Beach Schools

The School Board of Virginia Beach has conducted a two-year pilot program focusing on elementary school students who attend school 45 days and break 15 days year round. Four principal questions were proposed and researched by various independent agencies: (1) What effect does the 45-15 cycled-attendance year-round operation have on pupil achievement in reading and mathematics? (2) What effect does the 45-15 cycled attendance year-round have on the way pupils feel about school? (3) What effect does the first grade entry under the 45-15 calendar have on reading readiness? (4) What effect does experience with the 45-15 cycled attendance year-round plan have on parent attitudes? In addition, serious attention has been given to the operational and capital costs of the 45-15 experimentation. (BJG)

### ED 113 361 TM 004 852

McDonnell, W.

#### Testing for Student Selection at Tertiary Level: A Literature Review. Tertiary Education Entrance Project.

Australian Council for Educational Research, Hawthorn.

Pub Date 75

Note—90p.

Available from—Australian Council for Educational Research, P.O. Box 210, Hawthorn, Victoria, Australia 3122 (\$4.50)

#### EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Admission Criteria, Affective Tests, Aptitude Tests, Cognitive Ability, \*College Admission, \*College Entrance Examinations, \*Educational History, Higher Education, Intelligence Tests, \*Literature Reviews, Predictive Ability (Testing), \*Predictive Validity, Testing Problems

Identifiers—Australia, Australia (Victoria), Australian Scholastic Aptitude Tests, New Zealand, Project Tertiary Education Entry, United Kingdom, United States

The problems associated with the transition from the secondary level to the tertiary level in

education have given rise to many surveys, analyses of statistics, research projects, reports and literature reviews. Much has been written on topics such as testing, selection, prediction and wastage, with findings and conclusions which appear to have varying degrees of relevance to contemporary problems in Victoria. This literature review does not attempt to discuss or even list every article ever published in this area. It does attempt to define a limited area in terms of those aspects which seem more relevant to the circumstances of the present problem. Some early studies are discussed in relation to the changing perspectives and the historical developments in methods of analysis and suggested solutions. Overseas studies have been selected when their findings have been general and transferable to the current Victorian situation, or when they have appeared to influence other important investigations. Although some non-cognitive studies are reviewed, the general emphasis is on studies dealing with cognitive factors in testing and selecting. (Author/RC)

### ED 113 362 TM 004 855

Heun, Richard E. And Others

#### Edumetric Validation of Cognitive Style Map Items and Elements: I.

Note—19p.

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Achievement Gains, \*Cognitive Measurement, Comparative Analysis, Higher Education, \*Individual Differences, Individualized Instruction, Measurement Techniques, Norm Referenced Tests, \*Test Reliability, \*Test Validity

Identifiers—\*Cognitive Style Mapping, Edumetric Properties of Tests

The differences between edumetric and psychometric uses of tests were described and the relevance of the edumetric dimension for measuring student learning gains, especially in the context of individualized instruction involving multiple learning mode options, was clarified. Also, the procedures for edumetric reliability and validation assessment were described. The procedures were applied to two college classes, Speech Communication and World Civilizations. The results yielded strong evidence for the edumetric reliability and validity. Extremely strong evidence was provided by the reliability and validity coefficients estimated for the entire population. As part of the ongoing program of reliability and validity assessment of the Cognitive Style Mapping (CSM) items and elements, evidence was provided for the edumetric reliability and validity of CSM and various fruitful implications for further study were considered. (Author/RC)

### ED 113 363 TM 004 859

Cramer, Phebe

#### The Use of Error Data to Study the Development of Verbal Encoding of Pictorial Stimuli.

Pub Date Nov 74

Note—12p.; Paper presented at the Annual Meeting of the Psychonomic Society (Boston, Mass., November 21-23, 1974)

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Children, \*Cognitive Processes, Elementary School Students, \*Error Patterns, Memory, \*Pictorial Stimuli, Verbal Development, \*Verbal Stimuli

Identifiers—Rebus, Verbal Encoding

If older children automatically label pictorial stimuli, then their performance should be impaired on tasks in which such labeling would increase the error rate. Children were asked to learn pairs of verbal or pictorial stimuli which, when combined, formed a different compound word (BUTTER-FLY). Subsequently, a false recognition test that included the compound was administered. The error data indicated that verbal labeling occurred only among the older children. (Author)

### ED 113 364 TM 004 860

Cory, Charles H.

#### An Evaluation of Computerized Tests as Predictors of Job Performance in Three Navy Ratings: I. Development of the Instruments. Final Report.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—AD-782-527; NPRDC-TR-75-2

Pub Date Aug 74

Note—29p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-782 527, MF \$2.25, HC \$3.25)

#### Document Not Available from EDRS

Descriptors—Classification, \*Computer Oriented Programs, Evaluation, Factor Analysis, Measurement Techniques, Memory, Military Personnel, \*Personnel Selection, Predictive Ability (Testing), \*Predictive Validity, Statistical Analysis, \*Task Performance, \*Testing, Test Validity

Identifiers—Computerized Tests, \*Navy

The potential usefulness of computerized tests for supplementing paper-and-pencil measures for predicting job performance abilities was the objective of a series of studies. This report covers the initial test development and analysis research. Eight computerized tests were constructed to measure five personal attributes identified in previous research as being important for job performance. The experimental battery also contained nine previously developed tests. The battery was administered to 385 enlisted personnel and test results and interrelationships were analyzed in conjunction with operational written test and biographical variables. (NTIS)

### ED 113 365 TM 004 861

Bernknopf, Stanley Hartley, Duane

#### The Development of a Model Comprehensive Needs-Based Guidance System and Modular Instructional Strategies: A Project Overview.

Pub Date Dec 74

Note—11p.; Paper presented to the Southeast Invitational Conference on Measurement in Education (Knoxville, Tenn., December 1974); Not available in hard copy due to marginal legibility of original document

#### EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Counselor Certification, Counselors, \*Counselor Training, Guidance Counseling, \*Guidance Programs, Models, \*Performance Based Education, \*Student Needs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia

During 1973-74, ESEA Title III funds became available for the development of a "Model Comprehensive Needs-Based Guidance System and Modular Instructional Strategies" for the state of Georgia. The proposal called for a new conceptualization of guidance; one that derives its goals and objectives from the developmental needs of students. There were six major objectives of the project: (1) to develop a comprehensive needs-based guidance system, (2) to develop a comprehensive list of process-related competencies required of counselors, (3) to develop a modular delivery system for the training of counselor competencies, (4) to field test the competency-based instructional modules, (5) to field test the efficiency of a needs-based guidance system, and (6) to develop a competency-based system for the certification of counselors. A tentative schematic representation of the model is appended. (Author/RC)

### ED 113 366 TM 004 862

Counellis, James Steve

#### Evaluation and the Social Science Interdisciplinary Course.

San Francisco Univ., Calif. Office of Institutional Studies.

Pub Date Nov 72

Note—22p.; Paper presented at the Annual Convention of the Community College Social Science Association (2nd, Los Angeles, Calif., November 2-4, 1972)

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Behavioral Objectives, Course Evaluation, Curriculum Evaluation, Evaluation, \*Evaluation Methods, \*Interdisciplinary Approach, Models, Program Evaluation, \*Social Sciences, Student Evaluation, Teacher Rating, Teaching Techniques

The role of educational evaluation is discussed in relation to interdisciplinary courses in social science. How one evaluates student achievement, a course or an instructor can be defined by means of defining behavioral objectives. That is, the expressed outcomes of the particular course can be expressed as the goals to be met by students and on the courses being taken or taught. Some suggestions are given to aid in establishing these behavior goals. It is suggested that the use of these behaviorally defined objectives will



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develop a more independent learning and thinking student, as well as enhance the value of student achievement, curricular design and instructional skill. (DEP)

**ED 113 367** TM 004 863

Lucas, Stephen R. And Others  
Assessment of Distributive and Office Education Programs: A Multivariate Analysis of Employees and Employer Satisfaction.

Pub Date 75

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Distributive Education, Employee Attitudes, \*Employer Attitudes, \*High School Graduates, \*Job Satisfaction, Longitudinal Studies, \*Office Occupations Education, Program Effectiveness, Questionnaires, Statistical Analysis

Identifiers—Minnesota Satisfaction Questionnaire, Minnesota Satisfactoriness Scale

The primary purpose was to determine the effectiveness of distributive and office education programs at the secondary level in North Carolina. The study ascertained how satisfied graduates of these two program areas were with their present jobs and how well they were performing in their jobs as perceived by their respective employers. This longitudinal study consisted of two parts: part one embraced six occupational education programs areas and was completed in 1972; part two was based on the same population of the 1972 study in regard to distributive and office education graduates and their employers and was completed in 1974. (Author)

**ED 113 368** TM 004 865

Rudner, Lawrence M.

Formative Evaluation of the Structured Language Improvement Project for Deaf Adolescents. Lesson I: Round I.

Model Secondary School for the Deaf, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Jul 75

Note—62p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Curriculum Evaluation, Deaf, \*Deaf Education, Educational Objectives, English Instruction, \*English Programs, \*Formative Evaluation, Grammar, \*High School Students, \*Language Programs, Program Effectiveness, Secondary Education, Tests, Tests of Significance

Identifiers—Gallaudet College, Model Secondary School for the Deaf, \*Project Structured Language Improvement

This report outlines the formative evaluation of the first lesson in the Structured Language Improvement Project (SLIP) - an English language instructional program being developed at the Model Secondary School for the Deaf, Washington, D.C. The theme of this first lesson is the distinction between the simple present (e.g. He eats lunch every day.) and the present progressive (e.g. He is eating lunch right now). Significant gains in terms of ability to correct mistakes in usages of the two verb forms were found for three of the four tested students. Formats and activities which were most and least successful in terms of capturing student interest and/or helping students meet the objectives were identified. The instructional development team concluded that this language learning program is feasible for use in a school for the deaf. The test instruments used appear in the appendices. (Author/DEP)

**ED 113 369** 95 TM 004 866

Werts, Charles E. Linn, Robert L.  
Study of Academic Growth Using Simplex Models. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-3-0649

Pub Date Jun 75

Grant—NE-G-00-3-0007

Note—66p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Academic Achievement, Achievement Gains, Analysis of Covariance, College Students, Computer Programs, Correlation, Goodness of Fit, Grades (Scholastic), \*Lon-

gitudinal Studies, \*Mathematical Models, Matrices, \*Measurement Techniques, Predictor Variables, Scores, Standard Error of Measurement, Statistical Analysis, Testing Problems, \*Test Reliability, True Scores

Identifiers—Academic Growth Measurement, Quasi Markov Simplex Model, \*Simplex Models, Statistical Variance

Forming a sequence covering the various aspects of the simplex model, four articles are presented here under the following titles: "A Simplex Model for Analyzing Academic Growth", "Analyzing Ratings With Correlated Intrajudge Measurement Errors", "The Correlation of States With Gain", and "The Reliability of College Grades from Longitudinal Data". The most important finding of this study is that a simplex model which allows for measurement error, fits a variety of longitudinal academic data quite well. This allows for attenuation corrections when only one measure is available at each time. More importantly, the results suggest that the commonly used split-half or parallel form procedures for estimating reliability may typically yield overestimates or reliability due to "method" variance, i.e., nonindependent measurement errors resulting from the use of closely similar item types. The simplex model appears less subject to this problem because both item format and content change over time. It has been demonstrated that accurate corrections for attenuation are essential to a study of the determinants of academic growth. (Author/RC)

**ED 113 370** TM 004 867

Miller, C. M. L. Parlett, M.

Up to the Mark: A Study of the Examination Game.

Society for Research into Higher Education, Ltd., London (England).

Spons Agency—Edinburgh Univ. (Scotland).

Report No.—SRIE-21

Pub Date Jun 74

Note—131p.

Available from—Society for Research into Higher Education, 2 Woburn Sq., London, WC1, England (2 pounds, 20 pence)

**Document Not Available from EDRS**

Descriptors—Anxiety, Competitive Selection, \*Evaluation Methods, \*Grades (Scholastic), \*Higher Education, Honors Curriculum, Individual Differences, Motivation, Performance Factors, Questionnaires, Student Attitudes, \*Student Evaluation, Teacher Attitudes, Test Construction, \*Testing, Testing Problems, Test Reliability, Tests, Test Wiseness

Identifiers—Scotland, \*University of Edinburgh

Evaluation plays an important role in the academic career of students and instructors. It is a concept that is repeated throughout the academic year and one that determines future roles and placement of students. This report is a summary of the findings of the first two years of a five-year research study of evaluation conducted at Edinburgh University in Scotland. The methods of evaluation and the intended uses of results are varied and many; for this reason the study focuses on the process of requirements for the final honors paper in a science course. It attempts to establish how different students and teachers react to the evaluation methods, what are the effects of these methods on teaching and courses, what individual students' reactions are to the examination process and how they prepare for it. The majority of the information was collected by means of questionnaires for both students and staff. The appendix contains information on how data was collected and some key questions used in the student interviews. (DEP)

**ED 113 371** TM 004 868

Ratteray, Joan D.

The Testing of Cultural Groups. A Paradigmatic Analysis of the Literature on Testing and a Proposition.

Rand Corp., Santa Monica, Calif.

Report No.—P-5403

Pub Date Nov 74

Note—65p.

Available from—Rand Corporation, Santa Monica, Calif. 90406 (\$5.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Compensatory Education, Criterion Referenced Tests, Cultural Differences, \*Culture Free Tests, Educational Alternatives, Educational History, Educational Legislation, Elementary Secondary Education, \*Ethnic Groups,

Literature Reviews, Minority Groups, \*Nature Nurture Controversy, Political Issues, Predictive Validity, Racial Differences, Standardized Tests, \*Test Bias, \*Testing, Testing Problems, Test Validity

Numerous strategies have been used throughout the years to test cultural groups. This paper grew out of the need to find and use standardized tests that would depict accurately the performance of various cultural groups in America. In order to make judgments about performance, it is wise to examine the theoretical structure from which most of the existing tests were developed. Accordingly, the paper traces the development of the various strategies and theoretical structures, explaining why they have met with limited success. Through a paradigmatic analysis of the literature, it identifies the existing testing paradigm as a monocultural one, and it relates the various efforts to produce a culture-free test. The paradigmatic analysis is extended to encompass a proposition, based upon the coalescence of the scientific (theoretical and measurement) and policy contexts. The analysis suggests a procedure by which tests can be developed and/or evaluated if they are to depict accurately the performance of various cultural groups. (Author)

**ED 113 372** TM 004 869

Taylor, Robert L. And Others

Capturing Judgment Policies: An Application for Cadet Training at the United States Air Force Academy.

Air Force Academy, Colorado Springs, Colo.

Report No.—AD A-005-064; USAFA-RR-73-7

Pub Date Jul 73

Note—23p.

Available from—National Technical Information Service, Springfield, Va. 22161 (Order No. AD/A-005 064; MF \$2.25, HC \$3.25)

**Document Not Available from EDRS**

Descriptors—Analysis of Variance, Comparative Analysis, \*Decision Making, Higher Education, \*Mathematical Models, \*Military Personnel, Multiple Regression Analysis, Performance Factors, \*Personnel Evaluation, Policy Formation, \*Rating Scales, Reliability, Student Evaluation

Identifiers—\*Air Force Academy

Mathematical models of judgment policy are compared in evaluating 625 Cadet Performance Reports during a single rating cycle. Linear and nonlinear regressions are used to describe the cues most important in determining overall ratings. In addition, performance rating policy is compared with stated policy for each of forty cadet raters. In general, the findings support current literature in judgment policy-capturing. Cadet raters are internally consistent in applying their individual policies to cadet ratings. The relative importance of the ten cue variables varies significantly between raters while the aggregate data allow overall ratings to be described with only ten of the cues. There is no difference between the linear and nonlinear models in the amount of variance explained. The latter model does provide considerable insight into the composition of the overall ratings in terms of cue variable interactions. Finally, cadet raters' stated policies differ greatly from their actual policies. Recommendations are proposed to provide a more consistent interpretation and application of the Cadet Performance Report rating system. A logical extension of this study includes the implementation of a weighting scheme and a follow-on study to further validate the present findings. (NTIS)

**ED 113 373** TM 004 870

Eash, Maurice J. And Others

An Evaluation of A New Curriculum Design as a True Experiment.

Pub Date 75

Note—36p.; Paper presented at the Annual Meeting of American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Academic Achievement, Affective Behavior, Community Involvement, Comparative Analysis, Curriculum Development, \*Curriculum Evaluation, Curriculum Planning, Evaluation Methods, \*Experimental Curriculum, Formative Evaluation, Humanistic Education, \*Instructional Innovation, \*Junior High Schools, Parent Attitudes, School Community

Cooperation, Student Attitudes, \*Student Centered Curriculum, Student Evaluation, Student Motivation, Summative Evaluation, Testing

The purpose of this three-year evaluation was to determine the effects of a newly designed curriculum for early adolescents. From a pool of 600 applicants, students were randomly assigned to the new curriculum school and to traditional schools curriculum. A number of measures of the implementation of the curriculum and its effects on students were made. Findings on the effects of an innovative curriculum on a student-perceived learning environment, student self-concept, parental reaction, and the usefulness of randomization in formative and summative evaluation are analyzed and discussed. (Author)

ED 113 374 TM 004 871

Weerts, Rita Whitney, Douglas R.

**The Effect of Student, Course, and Instructor Characteristics on Types of Items Used in Student Evaluation of Instruction.**

Pub Date 75

Note—41p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D. C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Rank (Professional), Analysis of Variance, Class Size, College Students, Course Evaluation, Evaluation Criteria, Grades (Scholastic), Higher Education, Item Analysis, \*Item Sampling, \*Predictor Variables, Rating Scales, Sex (Characteristics), Student Evaluation, \*Student Opinion, Teacher Characteristics, \*Teacher Evaluation, Teacher Rating, \*Test Construction, Test Validity

Identifiers—\*Student Perceptions of Teaching

Data were collected on 80 diverse items concerning student perceptions of teaching for a representative sample of 189 classes at a large university. The items were subdivided by type of focus into four categories: course content, objectives, and structure; instructor's behavior; instructional methods and materials; outcomes of instruction. The research investigated the interactions between type of item and student, course, and instructor characteristics such as degree of difference between actual and expected grades, instructor's highest degree earned and type of graduating institution, and cognitive complexity of the course. Test items used are included in the appendix. (Author/DEP)

ED 113 375 TM 004 872

Woodley, Kathryn K.

**Test-Wisness: A Cognitive Function?**

Pub Date 75

Note—24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

Available from—American College, Bryn Mawr, Pa. (Free)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adults, Anxiety, Certification, \*Cognitive Ability, Essay Tests, Formative Evaluation, \*Instructional Programs, Multiple Choice Tests, Occupational Tests, Program Effectiveness, Testing, \*Test Wiseness

This paper reports the findings of an attempt to improve test-wisness (TW) through direct instruction in selected test-taking strategies. TW was defined as "a cognitive function, subject to improvement through both general exposure to a wide variety of test items, and specific training in test-taking skills." The total investigation included: development and validation of a test instrument to measure TW; evaluation of the level of TW in an adult occupational group; program development and refinement; investigation of the psychological correlates of TW; and, formative and summative evaluations of a TW program. A program was developed to provide training in responding to multiple-choice and essay test items. The program combines instruction and measurement in a workbook format, with diagnostic testing and some branching. It was designed for use by adults, and focuses on strategies applicable to a wide variety of occupational or licensing examinations. Rules and strategies are emphasized, rather than practice in specific item types. Included are rules related to accuracy of item interpretation, deductive reasoning to eliminate absurd, similar or contradictory options, and cue-using strategies. A complex, multi-sample

design was used for formative evaluations and additional evaluations will be completed. General findings to date have shown an increase in TW both on an internal and an external criterion and a decrease in test-related anxiety, after use of the program. Trends for increased consistency in test performance over time were noted. (Author/RC)

ED 113 376 TM 004 873

Moonan, William J.

**Contributions to Objective Measurement and Evaluation of Trainee Competency.**

Pub Date Oct 74

Note—33p.; Paper presented at the Conference of the Military Testing Association (Oklahoma City, Oklahoma, Oct., 1974)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Computer Programs, Goodness of Fit, Item Analysis, \*Mathematical Models, Matrices, \*Measurement Techniques, \*Military Personnel, \*Military Training, \*Personnel Evaluation, Probability, Statistical Analysis, Systems Development, Trainees

Identifiers—Binary Measurement Model, \*COMET, Frequency Ratio Method

The purpose of this paper is to lay a basis for and discuss the components of a system, called COMET, designed to objectively measure and evaluate the competency of trainees in military training enterprises. COMET is an acronym for "Computerized Objective Measurement and Evaluation of Trainees." These goals will be accomplished by: (a) describing what the author means by the terms "measurement," "objectivity," and "evaluation," by indicating systems antecedent to COMET, and describing the objective Binary Measurement Model (BMM) used in the COMET system, (b) deriving and illustrating a new procedure for estimating one of the parameters and fit of the BMM model, called the Frequency Ratio Method (FRM), and (c) specifying the component subsystems, and their functions, of COMET as well as its goal, objectives and practical problems associated with its implementation. A detailed numerical example is provided to facilitate understanding of COMET's mathematical and statistical aspects. (Author)

ED 113 377 TM 004 874

Simon, Charles W.

**Methods for Improving Information from "Undesigned" Human Factors Experiments. Technical Report No. P75-287.**

Hughes Aircraft Co., Culver City, Calif.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No.—TR-P75-287

Pub Date Jul 75

Note—91p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Bias, Computer Programs, Correlation, Data Analysis, \*Experiments, Mathematical Applications, Matrices, Military Training, \*Multiple Regression Analysis, Orthogonal Rotation, Performance, \*Predictor Variables, \*Research Design, \*Research Methodology, Research Problems

Identifiers—Least Squares Analysis, Ridge Regression Analysis, Variance (Statistical)

An "undesigned" experiment is one in which the predictor variables are correlated, either due to a failure to complete a design or because the investigator was unable to select or control relevant experimental conditions. The traditional method of analyzing this class of experiment—multiple regression analysis based on a least squares criterion—gives rise to a number of interpretation problems when the effects of individual predictors are to be assessed. Some difficulties and their effects on the quality of information are discussed. Two methods are described in this report for improving the information obtained from the undesigned human factors experiment. One is to collect more information at a few data points selected at locations that improve the orthogonality of this non-orthogonal design. The other is to use a ridge regression analysis in place of the conventional least squares analysis, in which a slight bias is introduced into the data in such a way that the combined bias and variance error is smaller than the variance error of unbiased estimates from the least squares analysis. The ridge analysis produces more stable and meaningful regression coefficients. Computational aids—both references and complete computer programs—are supplied. (Author)

ED 113 378 95 TM 004 876

Anderson, Linda Mahaffey And Others

**The Student Attribute Study: Relationships between Classroom Observation Measures and Teacher Attitudes of Attachment, Rejection, and Concern.**

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-75-13

Contract—NIE-C-74-0089; OEC-6-10-108

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Classroom Observation

Techniques, Classroom Research, Correlation, Elementary Education, Expectation, Student Behavior, \*Student Characteristics, Student Evaluation, \*Student Teacher Relationship, \*Teacher Attitudes, \*Teacher Behavior

Identifiers—\*Student Attribute Study

One of a series of reports from a larger investigation entitled "The Student Attribute Study," the present paper discusses classroom observation data collected in this study concerning the interactions between teachers and students who had been previously identified as objects of teacher attachment, concern, or rejection. The Student Attribute Study as a whole was designed to follow up on earlier work relating teacher expectations and attitudes to differential teacher behavior with different kinds of students. In part, it has been a replication and extension of previous work identifying important expectations and attitudes that teachers hold and relating these to differential treatment of different students. In addition, it represents a movement in focus from identifying differential teacher-student interaction patterns related to teacher attitudes and expectations toward investigation of differential student attributes and behavior which presumably trigger these differential teacher expectations and attitudes in the first place. Thus, in addition to identifying differential teacher-student interaction related to teacher attitudes and expectations, the Student Attribute Study tries to answer the question "What student attributes do teachers notice and use in forming expectations and attitudes?" (Author/RC)

ED 113 379 TM 004 878

Green, Donald Ross Roudabush, Glenn E.

**An Investigation of Bias in a Criterion-referenced Test.**

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Achievement Tests, Comparative Analysis, \*Criterion Referenced Tests, Elementary Education, Elementary School Students, \*Factor Analysis, Factor Structure, Multiple Regression Analysis, \*Negro Students, Norm Referenced Tests, Reading Tests, Standardized Tests, \*Test Bias, Testing Problems, Test Interpretation

Identifiers—California Achievement Tests, Contingency Analysis, \*Prescriptive Reading Inventory, Short Form Test of Academic Aptitude

Scores on the Prescriptive Reading Inventory, the California Achievement Tests, 1970 Edition, the Short Form Tests of Academic Aptitude were obtained for black pupils and representative samples of pupils in grades 1-3. These scores were compared in an attempt to assess bias in the Prescriptive Reading Inventory, a criterion-referenced achievement test. Using factor analyses, contingency analyses, and regression analyses, interrelationships among the reading scores on the two tests were compared. It was hypothesized that the norm-referenced test would show more bias as indicated by differential relationships among scores. The regression analyses indicated some bias in all the tests used. The contingency analyses, made of the CRT only, suggested little bias. The factor analyses suggested parts of the CRT were not biased but the remaining parts and the NRT measures were. In all cases, the amount of bias appeared small. (Author)

ED 113 380 TM 004 879

Johnson, Lary

**An Evaluation of the Minneapolis Public Schools' 1973-74 Tuesday Released Time Program. Part I: A Summary of Findings.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-73-27

## 210 Document Resumes

Pub Date Jul 74

Note—55p.; For related documents, see ED 084 286 and 296

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Elementary Secondary Education, Human Relations Programs, Inservice Teacher Education, Principals, \*Program Evaluation, \*Released Time, School Schedules, Staff Improvement, \*Staff Meetings, \*Teacher Attitudes, Teachers

Identifiers—Minneapolis Public Schools, Minnesota (Minneapolis), \*Tuesday Released Time Program

During the 1973-74 school year, elementary and secondary students in Minneapolis were released from their classes every Tuesday at 2:00 to allow staff members to participate in staff development activities. A variety of different types of meetings were distributed throughout the 37-week schedule: building meetings, citywide meetings, curriculum meetings, human relations meetings, etc. This report summarizes the overall findings. An evaluation strategy was developed with two major considerations. First, it would provide a vehicle for systematic planning and documentation of released time meetings. Second, it would provide outcome measures of released time benefits in addition to surveys of staff opinions. The evaluation strategy proceeded through five steps: needs assessment, objective setting, activity planning, process evaluation, and outcome evaluation. Evaluation findings indicated that many positive activities occurred during the Tuesday Released Time Program and that the participants had generally favorable views of the program. Several recommendations for improvement are given. (Author/RC)

**ED 113 381** 95 TM 004 880

Johnson, Simon S.

Update on Education: A Digest of the National Assessment of Educational Progress.

Educational Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date 75

Note—157p.

Available from—Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, Colorado 80203 (\$5.95)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Academic Achievement, Adults, Citizenship, Comparative Analysis, \*Educational Assessment, Elementary Secondary Education, Geographic Regions, Literature, Music, \*National Surveys, Parental Background, Racial Differences, Reading, Sciences, Sex Differences, Social Studies, \*Test Results, Writing

Identifiers—\*National Assessment of Educational Progress  
Since 1969, the National Assessment of Educational Progress (NAEP) has gathered census-like information about levels of educational achievement across the country and reported its findings to the nation. Individuals were selected for examination so that the levels of achievement they demonstrated would be representative of the achievement of the entire country. Individuals were selected from four age levels—nine, 13, 17 and 26 through 35—which correspond to four key stages in the education of most individuals: the end of primary school, junior high school, high school and a few years past the end of formal schooling. The individuals were also classified according to region of the country, sex, race, parental education and size and type of community to provide additional information about types of schools and students. Achievement levels of young Americans in seven assessment areas are described in this volume—science, social studies, music, literature, reading, writing, and citizenship. Results of the seven assessments indicate that there are serious disparities in the achievement levels of various groups within the nation. The results indicate the degree of that disparity. (RC)

**ED 113 382** 95 TM 004 881

Hoefner, Ralph, Ed. And Others

CSE Secondary School Test Evaluations: Grades 7 and 8.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—NE-C-00-3-0096

Note—263p.; For related documents, see TM 004 882 and 883, ED 044 446, ED 055 123, and ED 076 713

Available from—Dissemination Services, Center for the Study of Evaluation, Grad. School of Ed., University of California, 405 Hilgard Ave., Los Angeles, Calif. 90024 (\$22.00 for TM 004 881 through 883)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—\*Educational Objectives, Educational Testing, \*Evaluation, Evaluation Criteria, Grade 7, Grade 8, \*Secondary Education, \*Test Reviews, \*Tests, Test Selection

Identifiers—\*MEAN System

Over 1,100 published tests including over 5,400 subtests, keyed to educational objectives of secondary education, were evaluated by measurement experts and educators. The tests were evaluated specifically with the concerns of grades seven and eight in mind. Upon a test's or subtest's assignment to one of the educational objectives, it was subjected to an intensive evaluation according to the MEAN system. MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence. Thirteen of the 39 MEAN criteria deal with the empirical aspects of the test, mostly reliability and validity. Within any of the four evaluation categories, a letter grade, based on points assigned to each aspect of each criterion, was computed. Letter grades assigned were "G" (good), "F" (fair), and "P" (poor). Each test then earned four letter grades by the MEAN system serving as the Center's official evaluation of the test, for example: Acme Reading Test (GFPF). Along with the test evaluations which are presented in tabular form, an index of objectives, an index of tests evaluated, and a list of publishers and distributors of the tests are included. (RC)

**ED 113 383** 95 TM 004 882

Hoefner, Ralph, Ed. And Others

CSE Secondary School Test Evaluations: Grades 9 and 10.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—NE-C-00-3-0096

Note—337p.; For related documents, see TM 004 881 and 883, ED 044 446, ED 055 123, and ED 076 713

Available from—Dissemination Services, Center for the Study of Evaluation, Grad. School of Ed., University of California, 405 Hilgard Ave., Los Angeles, Calif. 90024 (\$22.00 for TM 004 881 through 883)

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**

Descriptors—\*Educational Objectives, Educational Testing, \*Evaluation, Evaluation Criteria, Grade 9, Grade 10, \*Secondary Education, \*Test Reviews, \*Tests, Test Selection

Identifiers—\*MEAN System

Over 1,100 published tests including over 5,400 subtests, keyed to educational objectives of secondary education, were evaluated by measurement experts and educators. The tests were evaluated specifically with the concerns of grades nine and ten in mind. Upon a test's or subtest's assignment to one of the educational objectives, it was subjected to an intensive evaluation according to the MEAN system. MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence. Thirteen of the 39 MEAN criteria deal with the empirical aspects of the test, mostly reliability and validity. Within any of the four evaluation categories, a letter grade, based on points assigned to each aspect of each criterion, was computed. Letter grades assigned were "G" (good), "F" (fair), and "P" (poor). Each test then earned four letter grades by the MEAN system serving as the Center's official evaluation of the test, for example: Acme Reading Test (GFPF). Along with the test evaluations which are presented in tabular form, an index of objectives, an index of tests evaluated, and a list of publishers and distributors of the tests are included. (RC)

**ED 113 384** 95 TM 004 883

Hoefner, Ralph, Ed. And Others

CSE Secondary School Test Evaluations: Grades 11 and 12.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—NE-C-00-3-0096

Note—376p.; For related documents, see TM 004 881 and 882, ED 044 446, ED 055 123, and ED 076 713

Available from—Dissemination Services, Center for the Study of Evaluation, Grad. School of Ed., University of California, 405 Hilgard Ave., Los Angeles, Calif. 90024 (\$22.00 for TM 004 881 through 883)

**EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage**

Descriptors—\*Educational Objectives, Educational Testing, \*Evaluation, Evaluation Criteria, Grade 11, Grade 12, \*Secondary Education, \*Test Reviews, \*Tests, Test Selection

Identifiers—\*MEAN System

Over 1,100 published tests including over 5,400 subtests, keyed to educational objectives of secondary education, were evaluated by measurement experts and educators. The tests were evaluated specifically with the concerns of grades 11 and 12 in mind. Upon a test's or subtest's assignment to one of the educational objectives, it was subjected to an intensive evaluation according to the MEAN system. MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence. Thirteen of the 39 MEAN criteria deal with the empirical aspects of the test, mostly reliability and validity. Within any of the four evaluation categories, a letter grade, based on points assigned to each aspect of each criterion, was computed. Letter grades assigned were "G" (good), "F" (fair), and "P" (poor). Each test then earned four letter grades by the MEAN system serving as the Center's official evaluation of the test, for example: Acme Reading Test (GFPF). Along with the test evaluations which are presented in tabular form, an index of objectives, an index of tests evaluated, and a list of publishers and distributors of the tests are included. (RC)

**ED 113 385** 95 TM 004 886

Title I ESEA Projects: Digest of Annual Evaluations 1965-1975.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Report No.—PSD-7545

Pub Date Apr 75

Note—153p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Abstracts, \*Annual Reports, \*Compensatory Education Programs, Disadvantaged Youth, Elementary Secondary Education, Evaluation Methods, \*Federal Programs, Parochial Schools, Preschool Education, Program Descriptions, \*Program Evaluation, Public Schools, School Districts

Identifiers—\*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District

This overview in the form of a Digest of Annual Evaluations of currently funded Elementary and Secondary Education Act (ESEA) Title I projects was prepared on the occasion of the completion of Philadelphia's first decade of involvement (1965-1975). The Digest focuses on the past, present, and future. It begins with a summary of Philadelphia's involvement between 1965 and 1975, including four key areas of Title I impact which show promise for the future—pupil performance, effects of different learning environments, parental involvement rates, and factors influencing project success. The major portion of the Digest consists of separate abstracts for the current Title I projects. Each abstract includes four sections: management information, project description, evaluation techniques, and major findings on a year-by-year basis through February 1975. A list of 34 projects no longer funded under Title I appears in the appendix. (RC)



## ED 113 386 TM 004 888

*Ekstrom, Ruth B. And Others*  
**An Attempt to Confirm Five Recently Identified Cognitive Factors. Technical Report No. 8.**  
 Educational Testing Service, Princeton, N.J.  
 Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.  
 Report No.—ETS-PR-75-17; TR-8  
 Pub Date Jun 75

Note—82p.; For related documents, see TM 004 890, ED 038 380 and ED 080 579

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Cloze Procedure, \*Cognitive Processes, \*Cognitive Tests, Concept Formation, Factor Analysis, \*Factor Structure, Item Analysis, Memory, \*Test Construction, Test Reliability, \*Test Validity, Visualization, Visual Perception

Identifiers—Integrative Processes, Kit of Reference Tests, Marker Tests, \*Reference Measures Cognitive Noncognitive Factors

This report is part of a general study of Reference Measures for Cognitive and Noncognitive Factors. The main activity being reported is the development of "factor-referenced" or "marker" tests for several recently identified cognitive factors. A secondary activity involves the study of possible relationships to factors already established. These developmental activities include a field study of these measures for improvement of the items in the tests, the determination of the reliabilities of the tests, and some clarification of these cognitive factors. The five newly identified factors are: concept attainment, figural fluency, integrative processes, visual memory, and verbal closure. Because it seemed especially important to determine whether the new factors could be separated from other somewhat similar factors, marker tests for six other factors were included in the study. These established factors are figural adaptive flexibility, logical reasoning, general reasoning, number facility, spatial orientation, and speed of closure. The results indicated that the attempt to find the verbal closure and figural fluency factors had been successful, that the visual memory factor had been adequately replicated, that there was confusion between the integrative processes factor and some of the reasoning factors, and that the attempt to replicate the concept attainment factor had failed. (Author)

## ED 113 387 TM 004 889

*Gammel, J. D.*  
**Measuring of Affect. A Concept Paper. Working Draft.**

Battelle Memorial Inst., Columbus, Ohio. Center for Improved Education.

Pub Date 20 Feb 75

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Affective Objectives, Affective Tests, \*Classification, Elementary Secondary Education, \*Matrices, \*Measurement, \*Taxonomy

The measurement of affect to support the achievement or nonachievement of affective education goals is an unresolved problem for educational institutions. The paper outlines a means for both developing an affective goal structure and identifying measurable indicators of affective behavior. To achieve this, it defines and discusses concepts related to educational affective context, affective objective hierarchy, affective learning objectives and affective classification matrix. Each of these concepts is further explained through the use of examples taken from an elementary and secondary school setting. The paper concludes that the application of these concepts to curriculum development will result in a more humane, as well as affective, education experience. (Author/RC)

## ED 113 388 TM 004 890

*Harman, Harry H.*  
**Research on Assessing Human Abilities. Final Report.**

Educational Testing Service, Princeton, N.J.  
 Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—ETS-PR-75-20

Pub Date Jul 75

Note—33p.; For related documents, see TM 004 888, ED 038 380, and ED 080 579

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Ability Identification, Cognitive Ability, Cognitive Measurement, Cognitive Processes, \*Cognitive Tests, Factor Structure, Identification Tests, \*Personality Tests, Program Descriptions, Self Evaluation, Tests, \*Test Validity

Identifiers—Construct Validity, Kit of Reference Tests, Marker Tests, \*Reference Measures Cognitive Noncognitive Factors

The primary objectives of this project commonly referred to as "Assessing Human Abilities" were: (1) to provide reference measures for cognitive factors; and (2) to provide a guide to reference measures for self-report temperament factors. The overall objective was to conduct research in the area of factor analysis directed toward the identification of tests and other instruments that can serve as markers for well-established factors. The term "factor referenced" was introduced in this project to call attention to the factors as the construct of interest. This usage is in keeping with the general concept of criterion-referenced tests. It is the sense of clarifying something that is being measured that the factor-referenced measures are offered to researchers and practitioners concerned with assessing human abilities. It is hoped that the results of this study will aid in the development of structure for the cognitive domain of human abilities and a beginning for a comparable structure for the temperament domain of personality. Such theoretical structures are founded on empirical evidence and are amenable to continued challenge and verification. Researchers could be expected to use a small number of the resulting factor-referenced tests as markers for testing conjectures about factors in their studies. Summary lists of the 23 cognitive factors with the recommended marker tests, and the 28 temperament factors with the scales proposed for them are given in the appendix. (RC)

## ED 113 389 TM 004 891

*Howell, John F.*

**Validation of a Scale to Measure Classroom Behavior.**

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Behavior Change, \*Behavior Rating Scales, Classrooms, \*Counseling Effectiveness, Elementary Secondary Education, \*Emotionally Disturbed Children, Student Behavior, Test Reliability, \*Test Validity

After a survey of existing behavioral measures was made, a behavior rating scale was developed to measure the observable disruptive behavior of emotionally disturbed children in the classroom. Estimates of various types of reliability were calculated, and scale validity was examined. The scale was used to evaluate the effect of counseling on children referred by teachers because of maladjustive classroom behavior and indicated that counselors were effective in improving classroom behavior in a significant number of cases. (Author/RC)

## ED 113 390 TM 004 893

*Johnson, Larry*

**Minneapolis Edison High School Employability Skills Program: An Evaluation. 1972-73.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-72-32

Pub Date Aug 73

Note—35p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Achievement Gains, \*Basic Skills, Career Awareness, Comparative Analysis, Educational Objectives, Grade 10, Participant Satisfaction, \*Potential Dropouts, Program Effectiveness, \*Program Evaluation, Questionnaires, Secondary Education, Self Concept, \*Student Attitudes, Student Improvement

Identifiers—Edison High School, \*Employability Skills Program, Minnesota (Minneapolis)

The Employability Skills Program (ESP) at Edison High School was designed to serve 10th grade students who were considered to be potential dropouts because of basic skills deficiencies, poor attitudes toward school, or individual adjustment problems. The major student-related objectives of the project were to improve basic skills, improve attitudes toward school, improve self-concepts, and to clarify educational and vocational goals. About 100 students participated in ESP during the 1972-73 school year. One-third of the students were identified as eligible for instruc-

tion through the Special Learning and Behavior Problems (SLBP) Program. Ninth grade school records of the ESP students indicated poor attendance, poor behavior ratings, and mainly grades of D and F in academic subjects. Between September 1972 and May 1973, ESP students made modest gains on the STEP Reading and English Expression Tests and greater gains on the Social Studies test. The majority of the ESP students felt that they benefited academically from participation in ESP, that they improved their self-understanding, and that they learned about careers and jobs. ESP students appeared to have more favorable views of their teachers, the relevance of the curriculum and their own learning progress than did two comparison groups of 1972-73 students. Eighty percent of the students would select ESP over the regular high school program in 1973-74 if they had an option. Recommendations were made to continue the program. (Author/DEP)

## ED 113 391 TM 004 894

*Johnson, Larry Faunce, R. W.*  
**Minneapolis Secondary School Students' Attitudes Toward School by Achievement, Race, and Sex. Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.**

Report No.—C-72-61

Pub Date Apr 73

Note—53p.; For a related document, see ED 084 303

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Achievement, Comparative Analysis, Ethnic Groups, High School Students, Junior High School Students, Questionnaires, \*Racial Differences, \*School Attitudes, Secondary Education, \*Secondary School Students, \*Sex Differences, \*Student Attitudes, Student Opinion, Test Results

Identifiers—Minneapolis Public Schools, Minnesota (Minneapolis), Student Opinion Questionnaire

In May 1972 Minneapolis public school students in grades 7-12 were given the 93-item Student Opinion Questionnaire (SOQ), an inventory that measures student attitudes in several school-related areas. This report describes junior and senior high student responses by achievement in school, racial/ethnic background, and sex. Students who identified themselves as high academic achievers had substantially more positive attitudes toward many aspects of school than did students who saw themselves as low achievers. Black students at the junior high level expressed more favorable attitudes toward school than did white and Indian students. A greater percentage of blacks than whites and Indians said they liked school, that the curriculum was relevant, and that they were involved in decision making. At the senior high level these differences between racial-ethnic groups were not as pronounced. Senior high blacks were not as positive as junior high blacks, while senior high Indians were more positive than junior high Indians. Few substantial differences between females and males occurred. Males had less positive attitudes than did females on the items related to unfair punishment and racial attitudes. Females expressed greater anxiety about speaking in front of the class, and tended to have more positive attitudes than males toward school in general and the presence of positive reinforcement. (Author/DEP)

## ED 113 392 88 TM 004 895

*Johnson, Larry*

**Reorganized Junior High School Program: Second Year Evaluation 1972-73.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—C-72-26

Pub Date Aug 73

Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Counseling, \*Counseling Effectiveness, Counselor Evaluation, \*Counselor Role, \*Junior High Schools, Parent Participation, Participant Satisfaction, Program Effectiveness, \*Program Evaluation, Secondary School Teachers, Staff Utilization, Student Attitudes, Teacher Attitudes, Teamwork

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Minneapolis Public Schools, Minnesota (Minneapolis)

The Reorganized Junior High School Program completed its second year of operation in June 1973. An additional counselor was hired for each of the two schools in the project, Jordan and Marshall-University. A major procedural objective called for the counselors to place greater emphasis on team member, implementer, and facilitator functions. The outcome objectives of the project were increased counselor effectiveness as viewed by teachers and students, positive student attitudes toward school, and increased parent and student involvement in the school. Two seventh grade counselors at Jordan assumed responsibility for the usual administrative role in the area of student behavior. Working contacts between counselors and teachers were increased by team meetings held twice a week during the second semester, counselor visits to classrooms, and informal meetings in the seventh grade conference area. At Marshall-University teacher-counselor teams consisting of one counselor and four teachers, were set up to work with 160 eighth graders and 100 seventh graders. Daily team meetings during the team teachers' common preparation time were the core of the project. Generally, both teachers and students expressed more favorable attitudes toward their counselors after implementation of the Reorganized Junior High School Program. (Author/BJG)

**ED 113 393 95 TM 004 896**  
The Title I, ESEA Program in Minneapolis: 1973-74. An Evaluation.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Report No.—C-73-15  
Pub Date Apr 75

Note—125p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Academic Achievement, \*Basic Skills, Comparative Analysis, \*Compensatory Education Programs, \*Cost Effectiveness, Disadvantaged Youth, Educational Objectives, Elementary Secondary Education, Mathematics, Minority Group Children, Parochial Schools, Program Descriptions, Program Effectiveness, \*Program Evaluation, Public Schools, Reading, Resource Allocations, Student Needs, Student Testing, Test Results

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, Minneapolis Public Schools, Minnesota (Minneapolis)

Focusing on the basic skills of reading and mathematics, identified as major problems by a fall 1973 needs assessment of the Minneapolis Public Schools, more than 600 Title I supported staff worked to improve the achievement of these children in 43 public and parochial schools. Attempts to measure impact were made, and a number of individual projects were evaluated. Substantial gains for children in grades 7-9 were noted, but these gains could not be attributed solely to the Title I effort. Gains were also noted for several projects involving elementary school children. Three of the five program objectives for 1973-74 were reached. Title I children in 1973-74 did at least as well as Title I children in 1972-73. Title I children maintained their distance relative to non-Title I children. Students in secondary school programs made substantial gains. Long term test score trends showed growth in grades 1-3 for Title I and non-Title I schools. Achievement trend lines for grade 5 and 6 appear flat. Data were not available for grade 4. Evidence suggests that although Title I children in Minneapolis are not falling further behind their non-Title I classmates, changes in student populations suggest that the gap will widen. Recommendations are made. (Author/BJG)

**ED 113 394 95 TM 004 898**

Quirk, Thomas J. And Others

The Development of a Teacher Observation Instrument for Reading Instruction.

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ETS-PR-73-39

Pub Date Jun 73

Contract—OEC-0-71-3715

Note—143p.; For a related document, see TM 004 951

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Classroom Observation Techniques, Codification, Elementary Education, Guidelines, \*Manuals, \*Reading Instruction, Student Behavior, Student Teacher Relationship, \*Teacher Behavior, \*Training Identifiers—\*Reading Teacher Observation Scale

This report describes the observer's manual and the corresponding trainer's manual for the classroom observation instrument which was designed to code the behavior of the teacher during reading instruction. The "Reading: Teacher Observation Scale (TOS)" has been designed to be used with a corresponding observation instrument which focuses on the behavior of the students. The TOS can either be used by itself, or it can be used concurrently with the "Reading: Student Observation Scale (SOS)" by having two observers present in the classroom, one using the Reading TOS and the other observer using the Reading SOS. When both observation instruments are used at the same time in the classroom, the pair of trained observers would observe so that one observer codes the teacher's behavior in ten-second intervals while the other observer codes the behavior of a different student every fifteen seconds. The time intervals for these two instruments are different because the pilot tests of the instruments indicated that it was too difficult to do reliability studies of student observations within any shorter time-interval. The manual which was used by the observers during the training program appears in Part I of this report. The trainer's manual which was used during the training program appears in Part II of this report; the trainer's manual contains additional practice exercises and a detailed training schedule. The formal training program for the observers also included audio-tapes and color slides which simulated scripts of teacher-student interactions. (Author/RC)

**ED 113 395 TM 004 899**

Anderson, Edwin R.

Personal Inquiry in the Classroom: An Alternative Approach to Educational Research. Report No. 76-5.

Washington Univ., Seattle. Educational Assessment Center.

Report No.—EAC-76-5; EAC-P-4

Pub Date Aug 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Academic Achievement, Analysis of Variance, \*Behavioral Objectives, \*Classroom Research, College Students, College Teachers, Higher Education, Instructional Design, Research Methodology, \*Student Testing, \*Teacher Role

A method of individual instructor classroom research is proposed and demonstrated in this paper. By capitalizing on baseline data collected from a similar, prior class and focusing treatment on difficult test items, the instructor can develop sensitive within class designs for the detection of treatment effects. An experiment using written objectives given to the students to aid their learning and using the single classroom design shows that objectives significantly improve learning. Written objectives are also shown to interact with item difficulty. The experiment leads to the recommendation that instructors engage in personal inquiry into their efforts to influence student learning and that such inquiry be added to the educational research literature. (Author)

**ED 113 396 TM 004 900**

Haggett, William F.

Consumer Education: Third-Year Final Report. Report No. 7614.

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No.—PSD-7614

Pub Date Jul 75

Note—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Consumer Education, \*Educational Objectives, Elementary Secondary Education, Family Involvement, Instructional Materials, \*Integrated Curriculum, Parent Workshops, \*Program Evaluation, Questionnaires, Teacher Attitudes, Teacher Education, Team Teaching

Identifiers—Pennsylvania (Philadelphia), \*Philadelphia School District

The Consumer Education project aims to teach consumers to spend their money more wisely. Through school district teachers and administra-

tors, the project hopes to reach students and their families. Services offered by the Consumer Affairs Education Services staff include workshops for teachers and parents, support for individual teachers and facilities through liaison staff members, materials from and the use of the resources center, newsletter, teacher guides, and the initiation of independent study programs. Of the seven objectives measured, all were met. Requests for materials were responded to, teachers were actively encouraged to integrate consumer education into their regular curricula, and a competency guide was developed, distributed, and evaluated. Also, new curricular materials were evaluated and parents, businesses, and governmental agencies were included in project activities. The objective not measured dealt with assessing student knowledge of consumer issues. Lack of an appropriate instrument was responsible for this; however, an instrument is currently being developed to assess student knowledge in consumer education. (Author)

**ED 113 397 95 TM 004 908**

Feldmesser, Robert A. Echternacht, Gary J.

Performance Contracting as a Strategy in Education. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ETS-PR-75-10

Pub Date May 75

Note—170p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Achievement Gains, Compensatory Education Programs, Educational Change, Educational History, Educational Innovation, Educational Strategies, Elementary Secondary Education, \*Incentive Systems, Instructional Programs, Motivation, \*Performance Contracts, Private Agencies, \*Program Evaluation, Questionnaires, State Programs, Teachers Identifiers—Arizona (Mesa), California (Stockton), California (Woodland), Connecticut (Hartford), Indiana (Gary), Michigan (Detroit), Michigan (Grand Rapids), Michigan (Inkster), Michigan (Menominee), Virginia (Norfolk)

This study of performance contracting was made in 1974-75. It differs from other studies in that it is based on a comprehensive body of data, including information about state-supported contracts in Michigan and California; it is focused on the role of monetary incentives in education rather than on the particular instructional programs; it made a special effort to collect information about teacher-contracted projects; and it is especially concerned with the long-run effects of performance contracting in the districts where it has been tried. The data base consists of interviews held in ten school districts and at three state departments of education, and with representatives of three private firms; documents furnished by the school districts and the state departments; and 42 responses to a questionnaire sent to the 79 school districts which were apparently all that might ever have had a performance contract (other than the ten in which interviews were held). The questionnaire used in the study is included. A five-page summary of the study is appended. (Author/RC)

**ED 113 398 95 TM 004 951**

Quirk, Thomas J. And Others

The Development of a Student Observation Instrument for Reading Instruction.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ETS-PR-73-38

Pub Date Jun 73

Contract—OEC-0-71-3715

Note—119p.; For a related document, see TM 004 898

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Classroom Observation Techniques, Codification, Elementary Education, Guidelines, \*Manuals, \*Reading Instruction, \*Student Behavior, Student Teacher Relationship, Teacher Behavior, \*Training Identifiers—\*Reading Student Observation Scale

This report describes the observer's manual and the corresponding trainer's manual for the classroom observation instrument which was designed to code the behavior of students during reading instruction. The "Reading: Student Observation Scale" has been designed to be used

with a corresponding observation instrument which focuses on the behavior of the teacher. As originally designed, the Student Observation Scale can either be used by itself or it can be used concurrently with the Teacher Observation Scale by having a pair of trained observers observe at the same time in each classroom such that one observer codes the teacher's behavior in ten-second intervals while the other observer codes the behavior of a different student every fifteen seconds. The time intervals for these two observation instruments are different because the pilot tests of the instruments indicated that it was too difficult to do reliability studies of student observations in classrooms within any shorter time interval. The manual which was used by the observers during the training program appears in Part I of this report. The trainer's manual which was used during the training program appears in Part II of this report; the trainer's manual contains additional practice exercises and a detailed training schedule. The formal training program for the observers also included audio-tapes and colored slides which simulated scripts of teacher-student interactions. (Author/RC)

## UD

ED 113 399 UD 015 487

Jesinkey, William J. Stern, Jane R.  
**Lost Children: A Descriptive Study of the Systems for the Education of Emotionally Handicapped Children in the City of New York.**

Alternative Solutions for Exceptional Children, Inc., Long Island City, N.Y.

Spons Agency—John Hay Whitney Foundation, New York, N.Y.

Pub Date Jun 74

Note—203p.; Five pages constituting the appendix to this document, "Services provided in New York City public school programs," have been deleted due to print size in the original document

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Behavior Problems, Citywide Programs, Daytime Programs, Educational Needs, \*Educational Planning, Educational Policy, \*Educational Programs, \*Emotionally Disturbed, \*Handicapped Children, High School Students, Learning Disabilities, Mentally Handicapped, Mental Retardation, Minimally Brain Injured, Problem Children, Social Adjustment, Special Education  
Identifiers—\*New York (New York)

This descriptive study reports on the delivery of educational services to and resources for emotionally handicapped children in the city of New York. Data were gathered from observations of public and private programs and from interviews with administrative personnel from these programs. Section 1 provides an overview of the children, the law, and the system. Section 2 provides a background addressing such topics as the number of children in need of special and educational services and the programs that are available. Section 3 describes the system of identification and supportive services, covering such aspects as the organizational framework of educational programs, decentralization, identification, diagnosis, evaluation, and supportive services. Section 4 covers the public sector (Board of Education programs) focusing on special classes, pilot programs, special day schools for the socially maladjusted and emotionally disturbed, other centrally administered programs, district programs, and services for emotionally handicapped students, of high school age. Section 5 concentrates on the quasi-public sector. Conclusions included in the final section note an insufficiency of programs, the inadequate quality of services, discrimination, fragmentation, and lack of accountability. Recommendations are made in each of these areas. (AM)

ED 113 400 UD 015 488

Dixon, Margaret A. Duncan, Nellie R.  
**Facilitating the Adjustment to and Participation in the Life of the School and Community by Newly Arrived Puerto Rican Pupils and their Parents. Maxi I Report.**

Pub Date 15 Sep 74

Note—367p.; Ed.D. Dissertation, Nova University, Fort Lauderdale, Florida, 1974. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adjustment Problems, Biculturalism, Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Community Involvement, \*Comprehensive Programs, Educational Policy, Emotional Adjustment, \*Immigrants, Minority Group Children, Parent Participation, Parent School Relationship, Personal Adjustment, Puerto Rican Culture, \*Puerto Ricans, School Involvement, Social Adjustment, Student Adjustment

Identifiers—\*New York (Manhattan)

This document describes the planning and implementation of a comprehensive program to facilitate the adjustment of newly arrived Puerto Rican pupils and parents to the school and the surrounding East New York community. The program encompassed the following areas: improvement of school atmosphere, training of teachers and para-professionals, more effective use of instructional materials, greater emphasis on Puerto Rican history and culture, instruction in the Spanish language for staff members, and parent and community involvement. A process evaluation of all program components was made bi-monthly by the program participants. Objectives of this evaluation study are to determine the operational status and objectives, population served, staff utilization, specific activities and methodology, parent and community involvement, facilities and materials used, and effectiveness for each of the enumerated components. The program is said to be processing with satisfactory results. In order that the needs of new arrivals will be met on a permanent and ongoing basis, a bilingual educational program for the school is proposed. This proposal along with samples of materials employed in the training program, manuals for in-service courses, materials pertaining to parent activities, curriculum areas for teaching in a bilingual program for grades 1-3, and recipes for Puerto Rican food dishes are included in the appendices. (Author/AM)

ED 113 401 UD 015 491

**Report of the Bilingual-Bicultural Workshop, August 20-23, 1974 Sponsored by the Center for International Education.**

Massachusetts State Coll. System, Boston. Center for International Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Transitional Bilingual Education.

Pub Date Aug 74

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Students, \*Conference Reports, \*Cultural Factors, Cultural Pluralism, Educational Demand, Educational Policy, Educational Programs, \*Educational Supply, English (Second Language), Second Language Learning, Teacher Education, Teacher Programs, Workshops

The purpose of this conference was to produce a set of recommendations and suggestions that could be available to teacher training institutions, state education agencies, and other private and public institutions concerned with the study of ethnicity and bilingualism/biculturalism. Five major topics that form the basis for the report are training programs, training programs (related services and aides), overlapping programs, ethnicity, and supply and demand. Recommendations are brought together under 12 headings. Brief summaries of the rationales leading to and suggestions for implementation of each recommendation are included under each recommendation. Among the major headings dealt with are preparation of American teachers for teaching services in a foreign country, preparation of teachers trained abroad for teaching in the U.S., preparation of bilingual teachers to teach adult basic education programs, upgrading of certification requirements and techniques, training for persons in related services in second language experience, the expansion of present bilingual programs, and research on bilingual education. (Author/AM)

ED 113 402 95 UD 015 494

Alexander, Karl L. Griffin, Larry J.  
**School District Effects on Academic Achievement: A Reconsideration. Report No. 201.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CSOS-R-201

Pub Date Sep 75

Contract—NE-C-00-3-0014

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Achievement, Community Characteristics, Conceptual Schemes, Ecological Factors, Educational Finance, \*Models, Organization, \*Organizational Effectiveness, \*Organizational Theories, \*School Districts, Social Factors, Student Characteristics

Identifiers—Maryland

This paper is a critique of the utility of Bidwell and Kasarda's "socio-ecological" model of school district-level academic achievement. The paper is considered to show that this model is seriously misspecified due to its omission of aggregate levels of academic ability. Based on achievement test data from the 24 school district of the state of Maryland, the report finds that estimates of the influences of community resources and organizational characteristics of districts are markedly inflated due to the omission of aggregate levels of student ability from the analysis. One 5-10 percent of the total variance in student achievement in Maryland is estimated to lie between school districts. This figure establishes an upper bound on the importance of any and all district-level variables for academic achievement. These findings are held to seriously undermine the utility of the Bidwell-Kasarda model of school district-level academic achievement. It is asserted that specific results cannot be generalized for any other State because of the small number of school districts in Maryland and the fact that districts are coterminous with county boundaries. (Author/AM)

ED 113 403 95 UD 015 496

Sapir, Selma G.

**The Prevention of Learning Disability through Deficit Centered Classroom Training.**

Columbia Univ., New York, N.Y. Teachers College.; Scarsdale Board of Education, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date 30 Mar 67

Note—19p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (45th, March 30, 1967)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academically Handicapped, \*Curriculum Development, Developmental Programs, Developmental Tasks, \*Diagnostic Teaching, Educational Diagnosis, Educational Therapy, \*Handicapped Children, Human Development, Language Handicapped, \*Learning Difficulties, Maturation, \*Measurement Techniques, Motor Development, Special Education, Teaching Procedures

This document describes the development of an instrument to identify and diagnose developmental deficits at age 5 and the planning of a deficit centered training curriculum to prevent learning disabilities. An evaluation of the effectiveness of this curriculum, based on measures of the children's developmental growth and their academic achievement before and after the intervention program, indicates changes in intelligence, bodily schema, perceptual function, language development, and academic achievement for experimental and control groups following their first grade experience. Since the academic results are considered to be meaningless at this time, a followup study at the end of the children's second year of schooling will be made to ascertain differences based on both groups' exposure to the same reading program. Although the developmental gains are stated to be impressive, the degree to which the experimental children are able to compete in school is held to be the determinant of the program's ultimate success. Further investigations of the effect of special grouping, smaller class size, and the curriculum as they relate to this study are urged. (Author/AM)

ED 113 404 UD 015 498

Rice, Robert R.

**The Effects of Project Head Start and Differential Housing Environments Upon Child Development.**

Pub Date Jun 67



Note—22p.; Research conducted as part of a doctoral dissertation, Cornell University, Ithaca, New York

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Compensatory Education Programs, Disadvantaged Youth, Enrollment, Family Characteristics, \*Housing Patterns, \*Human Development, Individual Development, Low Rent Housing, Maturation, \*Minority Group Children, Personal Growth, Preschool Children, Slums

Identifiers—Missouri (Kansas City), \*Project Head Start

This study tests the influence of various combinations of housing environments with both the participation and nonparticipation of disadvantaged children in a special enrichment program. Three hypotheses are put forth: (1) children living in public housing will exhibit greater growth and development than children living in substandard housing; (2) children in Head Start programs will exhibit greater growth and development than control children; and (3) there will be no interaction effects. Two predictions derived from the hypotheses are made: (1) children living in better housing and participating in Head Start programs will exhibit greater growth and development than children in other groups, and (2) children living in substandard housing and not enrolled in Head Start programs will exhibit the least amount of growth and development. Only the second hypothesis was confirmed indicating Head Start's tremendous impact on the participating children. Three conclusions are drawn from this study: (1) Head Start, as compared with the housing environment, can produce more dramatic immediate results; (2) the significance of the housing environment as a factor in human growth and development remains inconclusive and needs further research for verification; and (3) the housing environment, rather than acting as a direct controlling influence, may simply provide the setting which encourages or inhibits the influence of other variables. (Author/AM)

ED 113 405 UD 015 499

Bronfenbrenner, Urie

The Psychological Costs to Quality and Equality in Education.

Pub Date [67]

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Classroom Integration, Cultural Disadvantage, Disadvantaged Youth, Economic Disadvantage, Educational Disadvantage, \*Educational Opportunities, \*Educational Quality, \*Equal Education, Human Relations, \*Intergroup Relations, Middle Class Culture, Middle Class Norm, \*Minority Group Children, Psychological Characteristics

The initial part of this paper summarizes the bases for the assertion that the most immediate, overwhelming, and stubborn obstacles to achieving quality and equality in education lie as much in the character and way of life of the American Negro as in the indifference and hostility of the white community toward blacks. A discussion of prenatal damage, father absence, an impoverished home environment, and dysfunctional patterns of child rearing are included here. These inadequacies are considered to present problems not only to the Negro child but also to his white companion in an integrated classroom setting. Findings of social-psychological research, calling for a counter-strategy of active involvement in work with disadvantaged children on the part of middle class children and adults of both races, are presented. These results are seen as benefitting not only the disadvantaged but also the advantaged child, by providing him with needed training in actual behavior consistent with the democratic values of human dignity and social responsibility. (Author/AM)

ED 113 406 UD 015 501

Mir, Margarita Trillas, Elba Pietri

Boricuas: The Puerto Ricans. Manual for Inservice.

Pub Date 73

Note—27p.; Not available separately; See UD 015 488

Document Not Available from EDRS

Descriptors—Classroom Materials, Cultural Factors, Educational Resources, Ethnic Groups, Ethnic Origins, Ethnic Studies, Guides, Inservice Education, Instructional Aids, Instructional

Materials, \*Manuals, Minority Groups, \*Puerto Rican Culture, \*Puerto Ricans, Social History, Social Studies, \*Teaching Guides, Urban Studies

Identifiers—\*New York (Manhattan)

This document is a teachers' guide to the television series, "Boricuas: The Puerto Ricans." The manual provides additional information to help teachers understand the adjustment problems and special educational needs of Puerto Rican students. The program order is as follows: Puerto Rican studies, island of Borinquen, nineteenth century, golden age, twentieth century, the people, the Puerto Rican family, plastic art of Puerto Rico, El Santero, Puerto Rican architecture, typical dances of Puerto Rico, Puerto Rican drama, and bilingual education. Each program session consists of a brief introduction, a series of questions for discussion, and suggested references. The appendices include the aims and objectives of the Office of Bilingual Education, a listing of Puerto Rican agencies in New York City, an explanation of the seal and flag of Puerto Rico, and the Puerto Rican national anthem. (AM)

ED 113 407 UD 015 502

Culture of the Caribbean Kit.

Pub Date [74]

Note—18p.; Not available separately; See UD 015 488

Document Not Available from EDRS

Descriptors—Cultural Factors, Curriculum Guides, \*Ethnic Groups, Ethnic Studies, \*Instructional Aids, \*Instructional Materials, Instructional Media, Instructional Technology, Manipulative Materials, Media Selection, \*Puerto Rican Culture, Puerto Ricans, \*Urban Studies

Identifiers—Caribbean

This document describes the contents of a kit considered to have been designed to extent the learning of pupils who are exposed to films, film strips, and other programs that introduce Puerto Ricans and people of other Caribbean regions. The kits are held to be usable in conjunction with the film strips, as library or showcase presentations, or as research projects. It is suggested that certain specific lessons be taught using objects from the kit after introducing the kit and organizing for its use by the children. Some examples of the lessons include stamps and coins of the Caribbean, a map review lesson, and Puerto Rico's santeria, a true folk art. Other examples for follow-up lessons include biographical studies and topical studies. References for teachers, mature students, and elementary and intermediate students are provided. This document forms part of a comprehensive program planned for and implemented in East New York to facilitate the adjustment of newly arrived Puerto Rican pupils and parents to the school and community. (AM)

ED 113 408 UD 015 503

Duncan, Nellie

A Study of Curriculum Areas for Teaching in a Bilingual Program for Grades 1-3.

Pub Date [74]

Note—42p.; Not available separately; See UD 015 488

Document Not Available from EDRS

Descriptors—Activities, Bilingual Education, \*Bilingual Schools, \*Bilingual Students, \*Course Descriptions, Cross Cultural Studies, Curriculum, \*Curriculum Guides, Elementary Grades, English (Second Language), \*Instructional Materials, Language Arts, Minority Group Children, Monolingualism, Non English Speaking, Reading, Second Language Learning, Social Studies, Speaking, Time Blocks

Identifiers—Spanish (Second Language)

In this report, process objectives, project materials, time allotment, and suggested activities for the instruction of all-Spanish and English dominant, Spanish dominant, English dominant-Spanish speaking, English mono-lingual and English dominant children are described. The following curriculum areas are considered: dominant language arts, speaking, reading, writing, English as a second language, Spanish as a second language, Mathematics and cross cultural social studies. This document forms part of a comprehensive program planned for and implemented in East New York to facilitate the adjustment of newly arrived Puerto Rican pupils and parents to the school and the community. (AM)

ED 113 409

UD 015 504

De Hoogh, Guillermo, Ed. Swanson, Maria

Medina, Ed.

Curriculum Materials for Bilingual Programs:

Supplement, Pre-K-Adult.

Bilingual Education Service Center of Illinois,

Mount Prospect.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 74

Note—123p.; For the original report see ED 084

927; This document is not available in hard

copy due to print size of the original document

Available from—Bilingual Education Service

Center, 101 North Owen Street, Mount

Prospect, Illinois 60056 (Price not quoted)

EDRS Price MF-\$0.76 Plus Postage. HC Not

Available from EDRS.

Descriptors—Adult Basic Education, Art, Audiovisual Aids, \*Bilingual Education, Bilingualism, Dictionaries, \*Educational Programs, \*Educational Resources, Encyclopedias, Instructional Aids, \*Instructional Materials, Interdisciplinary Approach, Language Arts, Literature, Mathematics, Multimedia Instruction, Music, Reference Materials, Social Studies, \*Supplementary Reading Materials, Textbooks, Vocational Education

This supplement classifies approximately 675 titles including only new acquisitions from August 1973 to August 1974. It is suggested that it be used in conjunction with the 1973 original edition. All material is classified according to various divisions as follows: language arts, social studies, mathematics, science, literature, dictionaries, encyclopedias, music, vocational and adult basic education, interdisciplinary materials, miscellaneous materials, arts and crafts, and professional reference materials. Materials included in these divisions appear in various languages such as English, Spanish, French, Italian, Japanese and Chinese. Within each division materials are grouped according to the following subdivisions: multi-media materials, texts, teaching aids (visual aids, film strips, charts, posters, games and manipulatives), audio-visuals (records, films, tapes), and teacher reference—which does not include teachers' guides. In certain instances, entries are made in more than one division or subdivision. An alphabetical list of publishers and distributors of the materials listed in the document is provided. (Author/AM)

ED 113 410

UD 015 505

Avelhe, Clyde C.

Depreciated Self-Concept in Blacks: Implications for Counseling.

Pub Date Mar 75

Note—18p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New York, New York, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Counseling Effectiveness, \*Counseling Goals, Counselor Acceptance, Counselor Performance, \*Counselor Role, Cultural Differences, Cultural Factors, Negro Attitudes, \*Negro Youth, Role Perception, \*Self Concept, Self Esteem, Social Values

This paper begins by reviewing the literature on social perceptions and attitudes in terms of the black self-concept. Issues discussed here are culture conditioning and marginality, self-concept, social perception and attitudes, interrelationships between attitudes and perceptions, and the influence of cultural values and beliefs. Problems and attitudes that blacks might bring to the counseling session are dealt with next, followed by a discussion of the philosophical base or rationale for the counseling process. Suggested steps that counselors might immediately take as individuals and collectively as professionals to counsel these minority populations include an acceptance and encouragement of change, a commitment to the goals of human fulfillment, and the development of a true respect for diversity. A number of suggestions directed to those in individual desirous to counsel minorities are: (1) counselors must move out of the cubicle into the community; (2) counselors' reliance on remedial services must be replaced by active preventative and developmental strategies; (3) counselors must become sensitive to the need to be involved in a greater diversity of services; and (4) counselors must begin to see themselves as facilitators of self-evaluation and decision-making. (Author/AM)

ED 113 411 UD 015 506

Smith, M. Estelle  
**Networks and Migration Resettlement: Cherchez la Femme.**  
 Pub Date 74

Note—12p.; Abbreviated version of a paper originally presented at the Annual Meeting of the American Anthropological Association (Mexico City, Mexico, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Anthropology, \*Area Studies, Demography, Ethnic Groups, Ethnology, Females, Group Structure, Immigrants, \*Information Networks, Intercommunication, Land Settlement, \*Migrants, Sex Differences, \*Social Integration, Social Systems, Sociocultural Patterns

Identifiers—\*Portuguese Americans

Portuguese immigrants in America and Canada have certain institutions in their traditional socio-culture which are considered to act as preadaptive mechanisms in the migrant's settling-in process. This paper discusses one locale which has a large proportion of recent Portuguese immigrants, and emphasizes how women, in particular, are important in the formation of new networks, through the utilization of a well-known Portuguese technique of "making a cunha." The data are stated to suggest that in the migration process women are significant in the formation of both general and operative-set networks. The study is said to raise a number of questions such as: (1) whether there is bias in the data which minimizes the female role in network formation; (2) whether women play more important factorial roles during periods of instability and/or rapid cultural change; (3) how institutionally significant the cunha process is cross-culturally; and, (4) how the cunha process relates to patronage. (Author/AM)

ED 113 412 UD 015 507

Rindfuss, Ronald R.  
**Fertility and Migration: The Case of Puerto Rico.**  
 Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-280-75

Pub Date Jun 75

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Birth Rate, \*Census Figures, Community Size, English (Second Language), Ethnic Groups, \*Migration, Population Growth, Population Trends, Puerto Rican Culture, \*Puerto Ricans, Research Methodology, Statistical Analysis, \*Urban Immigration

This paper combines records from the United States census with records from the Puerto Rican census and compares for the first time the fertility levels of Puerto Ricans who migrated to the United States with those of their counterparts who remained in Puerto Rico. The general hypothesis tested is that migration and residence in a place where low fertility is the norm results in lower fertility among the migrants than among those who remained at the place of origin. In general, the effect of migration to the mainland is considered to reduce fertility, but to a very small extent. Some evidence that this effect of migration on fertility is diminishing is stated to exist. Results of the analysis of the relationship between the ability to speak English and current fertility for urban island residents is held to indicate that those who speak English have considerably lower levels of current fertility than those who do not. The ability to speak English is seen to be an indicator of a whole cluster of attitudes and behaviors associated with what is labeled "modernism." The importance of micro-census data when addressing the issue of migration and fertility is stressed. (Author/AM)

ED 113 413 UD 015 510

Colligan, Jerome H. And Others  
**Pupil Reading Achievement in New York City. A Report of the April 1974 Reading Test Survey, Grades 2 Through 9, New York City Public Schools.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date Jan 75

Note—115p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Achievement Rating, Community Schools, Comparative Analysis, Educational Assessment, Elementary Grades, Intermediate Grades, Junior High Schools, Municipalities, National Norms, \*National Surveys, \*Reading Achievement, Reading Level, School Districts, School Surveys, \*Standardized Tests, Student Testing, \*Tables (Data), Test Reviews

Identifiers—\*New York (New York)

This report contains a tabular summary of the results of the April 1974 city-wide reading test administered in Grades 2 through 9 in all New York City public schools. Test results are presented at three levels for comparative analysis: New York City with other major cities, community school districts within N.Y.C., and community schools within districts. Test results data are presented in arithmetic means, medians, and percentages allowing for varied means of analysis. Results indicate that citywide averages improved from 1973 to 1974 in Grades 3 and 7 and declined in Grade 9. The remaining five grades remained at the same level. Citywide percentages of pupils reading at above grade level decreased two-tenths of one percent. Taking into account the reading achievement statistics for the city as a whole and for its component community school districts, the report concludes that there has been a high degree of stability in reading achievement over the past four years. (Author/AM)

ED 113 414 UD 015 552

Beard, Jacob G. And Others  
**Relative Achievement Levels of White and Black Children Before and After Desegregation.**

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association annual meeting (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Achievement, \*Caucasian Students, \*Integration Effects, \*Minority Group Children, Negro Youth, Racial Differences, Racial Integration, School Integration, Statistical Data, Test Results

Identifiers—Florida, \*Performance Contrasts

Changes in the relative academic achievement of Florida's black and white children over the last 13 years during which desegregation was taking place are investigated. The availability of achievement data for the entire black and white population, along with the 13-year time span between observations are seen as principal advantages. Data show that the academic achievement gap between white and black children was smaller in 1974 than in 1961. The amount of decrease in the gap is stated to be small, yet of practical significance for the four subject areas examined: reading, vocabulary, math computation, and math problems solving. Of these areas, convergence in the black and white distribution was greater for math computation than for the othersubtest areas examined. The use of different tests in 1961 and 1974 is held to make assessment of changes in the absolute performance level of black or white children difficult. It is suggested that the study be viewed as an evaluation of a social action program rather than a scientific experiment. (Author/AM)

ED 113 415 UD 015 553

Turner, W. E. And Others  
**Programs for Educationally Deprived Children. ESEA Title I Evaluation Report, September 1974 - August 1975.**

Wichita Unified School District 259, Kans.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Bureau No.—BR-7-5131

Pub Date Jul 75

Note—128p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Business Education, \*Compensatory Education Programs, Corrective Institutions, Culturally Disadvantaged, Delinquents, Economically Disadvantaged, Educational Programs, \*Federal Programs, Institutionalized (Persons), Mathematics, Minority Group Children, Parent Education, Preschool Programs, \*Program Effectiveness, \*Program Evaluation, Remedial Reading Programs, Scholarships, Socially Disadvantaged, Special Programs, Summer Programs

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, Kansas (Wichita)

Various programs listed under the categories of instructional components, supportive components, and summer activities are evaluated here. Programs under instructional components include corrective reading programs, primary-intermediate mathematics, neglected children's institutional programs, business education for delinquent children, and preschool programs. The supportive components describes the parent education program. Included in the summer activities programs are early start, neglected children's program, delinquent children's program, tuition scholarships, basic primary and corrective reading, and primary and intermediate math. Delivery of service is seen to have become more concentrated with fewer schools identified as Title I targets and with fewer programs being continued. Evaluation of performance objectives in the neglected and delinquent institutions is considered to be inconclusive because of the short length of time most pupils are institutionalized while involved in the program. Seventy-four percent met or exceeded stated objectives for reading; 77-98 percent met the objectives in mathematics; and over 96 percent in preschool program met the stated objectives. (Author/AM)

ED 113 416 UD 015 554

Willner, Eric  
**Integrating the Ill-Prepared Freshmen into College: A Pilot Project.**

Pub Date [74]

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Freshmen, College Placement, Communication Problems, Educationally Disadvantaged, Educational Needs, Educational Opportunities, Educational Problems, Individual Characteristics, Individual Instruction, Individual Needs, \*Open Enrollment, Pilot Projects, Program Effectiveness, \*School Orientation, \*Student College Relationship, Student Problems, Surveys

Identifiers—City University of New York, \*Kingsborough Community College, New York (Brooklyn)

A number of problems encountered by a large number of entering college freshmen at Kingsborough Community College under Open Admissions, such as serious deficiencies in English comprehension and express skills, deficiencies in mathematics, basic study skills, uncertainty with regard to academic expectations, and a general lack of sophistication in understanding college procedures and requirements, are listed. A two-pronged attack to combat these problems, including a placement committee to control the academic program and workload of all incoming freshmen, and an intensive orientation and the academic program and workload of all incoming freshmen, and an intensive orientation and academic counseling system, is described. The orientation and pre-registration goals are considered to have been achieved by means of a program to which entering freshmen are invited at the end of the previous semester in groups of about one hundred. Following a general introduction and orientation to the college, counselors proceed to counsel and pre-register students in groups of ten, with the technical assistance of a student aide. To serve the number of students who remained perplexed after the large scale orientation and pre-registration, an individual approach consisting of informal briefing and question and answer periods is suggested. Results of a pilot survey sampling students' reaction to this approach suggest that it successfully accomplished its objectives. (Author/AM)

ED 113 417 UD 015 555

Willner, Eric  
**The Adjustment of Jewish All-Day School Pupils Compared to that of Public Pupils.**

Pub Date [60]

Note—29p.; Not available in hard copy due to the print quality of the original document

Available from—Dr. Eric Willner, Kingsborough Community College, City University of New York, Oriental Boulevard, Manhattan Beach, Brooklyn, New York, N.Y. 11235 (Price not quoted)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adjustment Problems, Comparative Analysis, \*Day Schools, \*Elementary School Students, Ethnic Groups, Family Problems, Grade 7, Group Structure, Group Unity,

Homogeneous Grouping, \*Jews, Personality Programs, Private Schools, \*Public Schools, Religious Factors, School Environment, \*Student Adjustment, Student Problems

Four hypotheses are tested in this study: (1) that there is no significant difference between students in regard to the total number of stated problems of adjustment; (2) that there is no significant difference between the two groups in adjustment related to either health and physical development, school, home and family, money, work, the future, boy-girl relationships, relations to people in general, and self-centered concerns, as reflected by the number of stated problems in each of these areas; (3) that there is no significant difference between the groups in the number of problems of adjustment specifically related to religion, with the all-day group indicating a greater degree of adjustment. Results showed more health and development and school problems and less feelings of security for day-school students. No significant differences between groups are found for the other problem areas. Findings are discussed in terms of Lewin's theory concerning ingroup and outgroup attitudes. (Author/AM)

ED 113 418

UD 015 556

Brody, Lawrence Schenker, Hank

**Discovering and Developing the College Potential of Disadvantaged High School Youth. A Report of the Eighth Year (1972-73); a Longitudinal Study on the College Discovery and Development Program.**

City Univ. of New York, N.Y. Office of Teacher Education.

Pub Date Mar 75

Note—150p.; For related reports, see UD 015 557-558

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

**Descriptors**—Academic Achievement, City Wide Programs, \*College Preparation, \*Counseling Instructional Programs, Culturally Disadvantaged, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Ethnic Groups, Grade 9, \*High School Students, Longitudinal Studies, Minority Groups, Program Descriptions, Recreational Programs, Remedial Programs, Special Programs, Student Development, Underachievers

**Identifiers**—CDDP, City University of New York, \*College Discovery and Development Program, New York (New York)

This report is the eighth in a series of longitudinal studies describing the College Discovery and Development Program aimed at identifying disadvantaged and underachieving ninth graders and developing their college potential in five special high school development centers. The document provides a summary section which focuses on program purposes, the eighth year of the program, facilities, and salient findings. Other sections include a description of the eighth population of college discovery students, of college progress of program students in classes I-V, high school graduation and college admission for class VI and a socioeconomic overview of classes I-VIII. The increase in the number of participants in the program who completed their studies with a bachelor's and associate of arts degree was noticeable during the eighth year. Class VIII resembled the previous seven groups in age, family structure, living conditions, ethnicity, history of mobility, previous scholastic averages, and attendance, but was found to be less well off economically than other classes. Analysis of transcripts indicate that program students continue in college at a higher rate than nonprogram students and Open Admissions students, and that they earn slightly lower grade point averages than regular freshmen. (Author/AM)

ED 113 419

UD 015 557

Brody, Lawrence Schenker, Hank

**Discovering and Developing the College Potential of Disadvantaged High School Youth. A Report of the Seventh Year (1971-1972); a Longitudinal Study on the College Discovery and Development Program. Report No. 73-3.**

City Univ. of New York, N.Y. Office of Teacher Education.

Report No.—CUNY-R-73-3

Pub Date Jun 74

Note—149p.; For related reports, see UD 015 556-558

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

**Descriptors**—Academic Achievement, City Wide Programs, \*College Preparation, \*Counseling Instructional Programs, Culturally Disadvantaged, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Ethnic Groups, Grade 9, \*High School Students, Longitudinal Studies, Minority Groups, Program Descriptions, Recreational Programs, Remedial Programs, Special Programs, Student Development, Underachievers

**Identifiers**—CDDP, City University of New York, \*College Discovery and Development Program, New York (New York)

This report is the seventh in a series of longitudinal studies describing the College Discovery and Development Program aimed at identifying disadvantaged and underachieving ninth graders and developing their college potential in five special high school development centers. The document has an introductory section including such topics as the seventh year of the program, the setting, staff, student personnel, and fiscal matters. Other sections include a description of the seventh population of college discovery students, attendance and achievement for all classes in 1971-1972, college progress of program students in Classes I-IV, high school graduation and admission to college for class V, a socioeconomic overview of Classes I-VII, a description of an adjunct summer program in mathematics, and summary. Class VII resembled the previous six groups in age, family structure, living conditions, ethnicity, history of mobility, previous scholastic averages, and attendance, but was found to be less well off economically than other classes. The general findings for program students whose college records can be studied show a pattern of progress not greatly different from than of non-program classmates in each college. (Author/AM)

ED 113 420

UD 015 558

Brody, Lawrence Schenker, Hank

**Discovering and Developing the College Potential of Disadvantaged High School Youth. A Report of the Sixth Year of a Longitudinal Study on the College Discovery and Development Program. Report No. 72-6.**

City Univ. of New York, N.Y. Office of Teacher Education.

Report No.—CUNY-R-72-6

Pub Date Jun 73

Note—165p.; For related reports, see UD 015 556-557

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

**Descriptors**—Academic Achievement, City Wide Programs, \*College Preparation, \*Counseling Instructional Programs, Culturally Disadvantaged, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Ethnic Groups, Grade 9, \*High School Students, Longitudinal Studies, Minority Groups, Program Descriptions, Recreational Programs, Remedial Programs, Special Programs, Student Development, Underachievers

**Identifiers**—CDDP, City University of New York, \*College Discovery and Development Program, New York (New York)

This report is the sixth in a series of longitudinal studies describing the College Discovery and Development Program aimed at identifying disadvantaged and underachieving ninth graders and developing their college potential in five special high school development centers. The sixth year brought the completion of the discovery and development cycle for the first of its students, those who had completed their studies with associate degrees, and the mid-college point for the first baccalaureate students. Various sections include descriptions of the sixth year of the program, personnel, facilities, the sixth population of students, attendance and achievement for all classes in 1970-71, college progress for classes I-III, high school graduation and admission to college for class IV, and a summary. Class VI resembled the previous five on all variables except for a lower income. The general findings for program students whose college records can be studied show a pattern of progress not greatly different from that of nonprogram classmates in each college. A number of newly stated specifically expressed behavioral objectives were added to the proposal for funding for the sixth year. (Author/AM)

ED 113 421

UD 015 559

Loehlin, John C. And Others  
**Race Differences in Intelligence.**

Pub Date 75

Note—380p.

Available from—W. H. Freeman & Company, 660 Market Street, San Francisco, California 94104 (\$5.95)

Document Not Available from EDRS

**Descriptors**—Economic Factors, Environmental Influences, \*Intelligence Differences, \*Nature Nurture Controversy, Policy Formation, Psychological Patterns, \*Psychological Studies, Public Policy, \*Racial Differences, Research Methodology, Research Problems, \*Research Reviews (Publications), Research Utilization, Social Factors, Statistical Analysis

This book is considered to provide a sober, balanced, and scholarly examination of the evidence that bears on the role of genetic and environmental factors in the determination of group differences in ability in the United States. The first chapter provides something of the background and recent history of the concern with racial-ethnic differences in intellectual performance in the U.S. The three chapters that complete the first part of the book are said to be intended to clarify some of the issues of definition and measurement surrounding three of the key concepts on which the controversy focuses—race, intelligence, and heritability. Following this, the four chapters in the second part of the book review the body of evidence relevant to the major empirical question of concern: What are the relative roles of the genes and the environment in accounting for differences in average performance of different U.S. racial-ethnic groups on tasks purporting to measure intellectual capacity? In the concluding section, whatever theoretical conclusions the authors state as appearing to be justified by the data and what purportedly appear to be—and not to be—legitimate implications of these conclusions for the formulation of social policy are set down. (Author/JM)

ED 113 422

UD 015 562

Steinberg, Lois S.

**A Study of Programs for Pupils with English Language Difficulty in New York City Public Schools. Report on Bilingual Education.**

Community Service Society of New York, N.Y.

Pub Date Jun 74

Note—84p.

Available from—Community Service Society of New York, 105 East 22nd Street, New York, New York 10010 \$1.00

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

**Descriptors**—Bilingual Education, Boards of Education, Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Educational Needs, Educational Policy, \*Educational Problems, Language Handicaps, \*Language Programs, Program Development, \*Program Evaluation, Public Policy, \*Spanish Speaking

**Identifiers**—\*New York (New York)

The purpose of this report is to explore what is being done, as well as what is not being done, for students who enter New York City schools with little or no understanding of English. The data provided in this report provided the basis for a class action suit which resulted in the establishment of the Pilot Schools bilingual program. The Community Service Society began to gather the available facts in connection with legislation introduced in the 1973 session of the New York State Legislature. Consideration of the proposed legislation required information on the kinds of programs the New York City Board of Education and Community School districts are providing for these pupils, the number of students being served, and the effectiveness of these programs. Major findings derived from such data as Board of Education reports, interviews with administrators of programs for non-English speaking pupils in the New York City public schools, a content analysis of evaluations of selected bilingual programs, and observations of bilingual programs in city schools, include the following: (1) between 1971 (the date of the first published report on the Board of Education's language survey) and 1973, the proportion of pupils with English language difficulty increased from 8.9 percent to 12.9 percent of the total school enrollment, and (2) by 1973-1974, only about half of those with language problems were receiving special language instruction. Other findings are also highlighted. (Author/JM)



ED 113 423

UD 015 563

Johnson, Esther

**A Study of a Court-Ordered Program for Pupils with English Language Difficulty. Report on Bilingual Pilot Schools in New York City.**

Community Service Society of New York, N.Y.

Pub Date Aug 75

Note—44p.

Available from—Community Service Society of New York, 105 East 22nd Street, New York, New York 10010 \$1.50

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Curriculum Development, Disadvantaged Youth, Elementary School Students, English (Second Language), Language Handicaps, Language Instruction, \*Language Programs, Parent Participation, \*Pilot Projects, \*Program Evaluation, Public Schools, Secondary School Students, \*Spanish Speaking, Staff Utilization

Identifiers—\*New York (New York)

A class action begun on September 20, 1972 was settled on August 29, 1974 by a Consent Decree signed by United States District Judge Marvin E. Frankel. The group of children affected by the mandates in the Consent Decree are "all New York City public school children whose English language deficiency prevents them from effectively participating in the learning process and who can more effectively participate in Spanish." The decree mandates that "an improved method for accurately and systematically identifying and classifying children who are Spanish-speaking or Spanish-surnamed will be designed and implemented by the Board of Education." In February 1975, a total of 40 elementary, junior high, and high schools were identified and designated as Pilot Schools. These schools were to provide a complete bilingual program for all students within each school who had been identified as needing the program. They were also required by the decree to serve as training centers for appropriate school personnel in other schools. The agreement calls for the Board of Education to fully implement the program for all children in the described category by September 1975. (Author/JM)

ED 113 424

UD 015 564

Hauser, Robert M. Featherman, David L.

**Changes in Socioeconomic Stratification of the Races, 1962-1973. Working Paper No. 75-26.**

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences; Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No.—CDE-WP-75-26

Pub Date Jul 75

Note—50p.; Revised version of papers presented at a conference on Social Demography (Madison, Wisconsin, July 16, 1975) and the Annual Meeting of the American Sociological Association (San Francisco, California, August 28, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Age Differences, Census Figures, \*Demography, Economic Factors, Family Role, Labor Force, Longitudinal Studies, National Surveys, \*Occupational Surveys, \*Racial Differences, School Role, Social Differences, Social Structure, \*Socioeconomic Status, Statistical Analysis

This paper focuses on changes in the occupational levels of black and white men in the decade between 1962 and 1973. For each race taken separately, and then for both in comparison, shifts are described in the mean levels and a dispersion of occupational socioeconomic status of men in the experienced civilian labor force. An attempt is made, it is stated, to account for these intercohort and racial shifts in terms of commensurate compositional changes in factors of family background and regular schooling. An inquiry is made into the allocative processes which distribute men into their current occupational statuses from their family backgrounds and in terms of their schooling. These allocative processes are understood as the basis of social differentiation and inequality, and they are called processes of socioeconomic stratification. New data has been made available, and partly analyzed here about the socioeconomic origins

and destinations of black and white men based on a 1973 replicate of the 1962 Occupational Changes in a Generation Survey (OCG). These data are considered to provide clearer insights about the sources of socioeconomic change for both races. They also permit some purportedly intriguing speculations about the course of racial inequality and about the evolving roles of families and schools in a maturing, postindustrial society. (Author/JM)

ED 113 425

UD 015 565

Hauser, Robert M. Featherman, David L.

**Equality of Access to Schooling: Trends and Prospects. Working Paper No. 75-17.**

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C. RANN Program; Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No.—CDE-WP-75-17

Pub Date 75

Note—61p.; Paper prepared for conference on "More Equality as a Goal of Public Policy" (Institute of Advanced Study, Princeton, New Jersey, 1975)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Census Figures, \*Demography, Economic Factors, Educational Background, \*Educational Opportunities, Family Background, \*Longitudinal Studies, Minority Groups, Multiple Regression Analysis, National Surveys, Racial Differences, \*Social Differences, Social Factors, Socioeconomic Status, Statistical Analysis

This essay treats inequality in access to schooling in demographic perspective. In constructing a brief history of educational inequality in the U.S., the 1962 and 1973 surveys of "Occupational Changes in a Generation" are drawn on heavily. It is found that among men born in the U.S. during the first half of this century, inequality of schooling has declined sharply, even as educational attainment has increased to levels unprecedented elsewhere in the world. Not only has total inequality in the distribution of schooling declined, but both the variability in schooling which may be attributed to differences in social background and the variability which is independent of social background appear to have declined. Moreover, these increases in educational equality appear to have occurred within black and Spanish minority groups as much as in the majority population. There is a mixture of change and stability in the effects of social background characteristics on schooling. On the whole, social origins have become more favorable to high levels of schooling with minority groups, as in the majority population, but large differences in social origins persist among these groups, and in some instances the social origins of majority and minority populations have diverged. For cohorts of U.S. men born in this century, half or more of the variance in schooling must be attributed to the influence of family background. (Author/JM)

ED 113 426

UD 015 566

Anderson, B. And Others

**The Outlook for Schooling: A Survey for Investors and Shareholders.**

Council on Anthropology and Education, Washington, D.C.

Pub Date Feb 75

Note—10p.

Journal Cit—Council on Anthropology and Education Quarterly; v6 n1 p1-9 Feb 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Consumer Economics, Economic Change, Economic Climate, Economic Development, Economic Factors, Economic Research, \*Educational Demand, \*Educational Economics, \*Educational Supply, \*Educational Trends, Employment Patterns, \*Enrollment Influences, Human Capital, Investment, Socioeconomic Influences, Student Enrollment

This paper focuses on the change in the growth rate in schools by looking at some of the available data and rearranging it in ways that explain the flattened growth rate. The analysis begins with an overview of the market—past, present, and future. From there, future prospects for the school business are estimated. Declining enrollments, a tight job market for college graduates, the role of schooling in the development of per-

sonal and national wealth, cybernation, and changes in techno-structure are seen to have adverse effects on schools. Positive measures such as an increased emphasis on school improvement based on accountability, market development, restricting access, and charging higher prices to those admitted are cited. Preventive steps to improve the position of the schools are urged such as the discouraging of certification services outside the formal school system, of school discount houses, and of movements that propose a deschooling of society. Broadening the concept of work to include categories presently excluded is seen as a way of returning to schools the function of educating. (Author/AM)

ED 113 427

UD 015 567

Cohn, Marilyn R. Finch, Mary Ellen

**The Public Alternative High School: I. Solution to or Reflection of Societal Issues?**

Council on Anthropology and Education, Washington, D.C.

Pub Date Feb 75

Note—9p.

Journal Cit—Council on Anthropology and Education Quarterly; v6 n1 p9-16 Feb 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administrative Problems, \*Alternative Schools, Communication Problems, Decision Making, \*Educational Alternatives, Educational Anthropology, \*Educational Environment, \*Educational Problems, Experimental Schools, Freedom Schools, High Schools, \*High School Students, Interpersonal Problems, Open Education, Public Schools, Social Problems

Identifiers—Missouri (Saint Louis)

This paper summarizes the results of a participant observation study conducted on two public alternative high schools in the St. Louis, Missouri metropolitan area. Phase I of the study consists of a literature-generated delineation of larger societal factors which create student unrest and give impetus to the development of alternative schools. Utilizing student and faculty interviews, the second phase derived three basic categories of concerns—curricular, bureaucratic-organizational, and interpersonal. The final phase of the study uses direct observation of three levels of complexity: the physical setting, the programmatic regularities, the analytic description. These are described in detail and analyzed. Four tensions confronting the alternative schools studied are identified as having as a shared theme the larger issues of the individual versus society. The alternative school is refused endorsement as a forerunner of the future. Students are encouraged to participate in these settings, but until a balance which promotes individual freedom along with group responsibility is achieved, it is held that its potential as a serious contribution to American education cannot be judged. (Author/AM)

ED 113 428

UD 015 568

Ravitch, Diane Grant, William R.

**School Decentralization in New York City 1975 [and] Detroit's Experience with School Decentralization.**

Center for Governmental Studies, Washington, D.C.

Pub Date 75

Note—9p.

Available from—Center for Governmental Studies, 1701 K Street, N.W. Suite 906, Washington, D.C. 20006 (Free)

Journal Cit—Neighborhood Decentralization; p1-8 May-Jun 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Boards of Education, \*Community Control, \*Decentralization, Minority Group Children, Organizational Change, School Community Cooperation, \*School Community Relationship, School Organization, Social Integration, Urban Areas, Urban Education, Urban Environment, Urban Schools, Urban Youth

Identifiers—\*Michigan (Detroit), \*New York (New York)

The 15-year effort to decentralize New York City public schools and thereby implement basic changes in the school system is briefly sketched in this study. The structure of the school system, powers of local boards, central board, and chancellor, school board elections, keeping the public informed, educational impact, and effect on truancy and crime are among the issues discussed. Structural change is found not to go to the root of most serious school problems which

appear to be basically social and economic in nature. Although decentralization in New York City has created new job opportunities for minorities and brought control of schools closer to the community, it is considered not to have affected quality of education in schools. Likewise, Detroit's efforts toward decentralization are described. Intended as political rather than educational reform, decentralization here has produced a grass-roots school board, and it has involved more people in school affairs. Yet significant reforms in the schools are seen not to exist, and a new structure that includes both the management and political skills of the city's top leaders and the knowledge and vitality of the neighborhood representatives is urged. (Author/AM)

**ED 113 429** UD 015 569  
**Compensatory Education Study, August 1975. Interim Report Number 1.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Compensatory Education Programs, Demonstration Projects, Educational Finance, Federal Programs, \*Program Descriptions, \*Program Design, \*Program Development, Program Effectiveness, Program Evaluation, Project Applications, Student Development

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

This is the first of the progress and interim reports prepared for an evaluation study of compensatory education programs to be completed by 1977. This report describes and analyzes those parts of the research proposed in the research plan which have, to date, been fully designed and funded. These consist of (1) a description and discussion of projects initiated in FY 1975, the questions addressed by each, and their expected results; (2) a description of major projects to be undertaken during FY 1976; and, (3) an analysis of policy issues which have emerged from responses to the requests for proposals issued to date. Six major studies in the areas of student development, funds allocation, and administration comprise the on-going research. Major projects to be funded during FY 1976 will, it is stated, deal with funds allocation and administration. Implications of research proposals identify several important issues with respect to early reading curricula, alternative designs for compensatory education programs, and demonstration projects. (Author/AM)

**ED 113 430** 95 UD 015 570

Rogers, Frederick A.

**The Black High School and Its Community. A Final Report.**

Illinois Univ., Urbana. Dept. of Elementary Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Grant—NE-G-00-3-0218

Note—278p.; Appendix I comprising two pages of this document has been deleted due to print size in the original document

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

Descriptors—American History, Black Community, \*Community Development, \*High School Role, High School Students, \*Negro Education, Negroes, Negro Institutions, Negro Youth, Principals, School Administration, \*School Community Relationship, School Personnel, School Policy, \*School Segregation, School Support, Socialization

Identifiers—North Carolina

This study focuses on a formerly all-black high school, which formed one-half of the dual school system in North Carolina, in order to assess both the direct and indirect functions that the school may have performed in developing leadership skills, apprenticeship opportunities, and the total development of the black community. Seven reasons indicating the importance of the study are given, including the use of official data to document the formal structure of the school, the increase in awareness of the influence of leadership and membership on students and on school as a socializing agent, and the validity of the methodology used to test qualitative aspects of the high school. The study is presented in seven

parts which deal with methodological perspective for understanding the high school in North Carolina in relation with community development, data description for 1963-64 school year, the black high school, the black high school principal, the black high school ten years later—1973, and inferences and propositions that are seen to warrant further consideration. (Author/AM)

**ED 113 431**

UD 015 574

Grannis, Joseph C.

**Community, Competence, and Individuation: The Effects of Different Controls in Educational Environments.**

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; Educational Testing Service, Princeton, N.J.

Pub Date 75

Note—20p.

Available from—IRCD Bulletin; v10 n2 p1-20 Spring 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Ability, Classroom Communication, \*Community Characteristics, \*Educational Environment, \*Environmental Criteria, \*Individual Development, Learning Processes, Student Role, Student Teacher Relationship, Teacher Role

Based on an approach that analyzes the structure of educational processes in relation to the structure of its outcome, this paper develops the argument that the function that a specific environment fulfills depends critically on who is in control within the environment, and suggests how the implications of this argument might be tested. The hypothesis is that an educational purpose will be most effectively accomplished when control of the teaching-learning process is congruent with the control of the thought-action intended as an educational outcome. To present the theory, teacher, joint teacher-and-learner, and learner control are analyzed as process, and the control of community, competence, and individuation are analyzed as three categories of outcomes. Because the problem has not been conceptualized in tri-partite terms before, no single research study is considered to contain the full range of necessary distinctions. Control is seen to be one of the dimensions through which an analysis of the relationship between teaching-learning processes and outcomes can be made. A structural analysis of control is found to reveal limitations in past research on classrooms. (Author/AM)

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AASCU: The First Ten Years. A Brief History of the First Decade of the American Association of State Colleges and Universities.  
ED 112 802

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ED 113 431

## Ability Grouping

The Pros and Cons of Ability Grouping. Fastback Series, No. 66.  
ED 112 483//

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ED 113 388

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CE004874	ED112104	CE005224	ED112202	CG010072	ED112299
CE004876	ED112105	CE005225	ED112203	CG010073	ED112300
CE004877	ED112106	CE005226	ED112204	CG010074	ED112301
CE004878	ED112107	CE005227	ED112205	CG010075	ED112302
CE004879	ED112108	CE005228	ED112206	CG010076	ED112303
CE004880	ED112109	CE005229	ED112207	CG010077	ED112304//
CE004882	ED112110	CE005230	ED112208	CG010078	ED112305
CE004883	ED112111	CE005231	ED112209	CG010079	ED112306
CE004885	ED112112	CE005232	ED112210	CG010080	ED112307
CE004886	ED112113	CE005233	ED112211	CG010081	ED112308
CE004890	ED112114	CE005237	ED112212	CG010082	ED112309//
CE004891	ED112115	CE005238	ED112213	CG010083	ED112310//
CE004892	ED112116	CE005239	ED112214	CG010084	ED112311//
CE004893	ED112117	CE005240	ED112215	CG010085	ED112312//
CE004894	ED112118	CE005241	ED112216	CG010086	ED112313//
CE004895	ED112119	CE005242	ED112217	CG010087	ED112314//
CE004896	ED112120//	CE005243	ED112218	CG010088	ED112315
CE004898	ED112121//	CE005244	ED112219	CG010089	ED112316
CE004899	ED112122	CE005245	ED112220	CG010090	ED112317
CE004900	ED112123	CE005246	ED112221	CG010091	ED112318//
CE004901	ED112124	CE005247	ED112222	CG010092	ED112319
CE004903	ED112125	CE005248	ED112223	CG010093	ED112320
CE004904	ED112126	CE005249	ED112224	CG010094	ED112321
CE004913	ED112127	CE005250	ED112225	CG010095	ED112322//
CE004914	ED112128	CE005251	ED112226	CG010096	ED112323
CE004915	ED112129	CE005252	ED112227	CG010098	ED112324
CE004916	ED112130	CE005253	ED112228	CG010099	ED112325
CE004917	ED112131	CE005254	ED112229	CG010100	ED112326
CE004918	ED112132//	CE005255	ED112230	CG010101	ED112327
CE004919	ED112133//	CE005256	ED112231	CG010102	ED112328
CE004920	ED112134	CE005257	ED112232	CG010103	ED112329
CE004921	ED112135	CE005258	ED112233	CG010104	ED112330
CE004922	ED112136	CE005259	ED112234	CG010105	ED112331
CE004925	ED112137	CE005260	ED112235	CG010106	ED112332
CE004926	ED112138	CE005261	ED112236	CG010107	ED112333
CE004927	ED112139	CE005262	ED112237	CG010108	ED112334
CE004928	ED112140	CE005263	ED112238	CG010109	ED112335
CE004930	ED112141	CE005264	ED112239	CG010110	ED112336
CE004932	ED112142	CE005265	ED112240	CG010111	ED112337
CE004933	ED112143	CE005266	ED112241	CG010112	ED112338
CE004936	ED112144	CE005267	ED112242	CG010113	ED112339
CE004937	ED112145	CE005268	ED112243	CG010114	ED112340
CE004939	ED112146	CE005270	ED112244	CG010135	ED112341
CE004940	ED112147	CE005271	ED112245	CG010271	ED112342
CE004941	ED112148	CE005272	ED112246	CG010301	ED112343
CE004942	ED112149	CE005273	ED112247		
CE004943	ED112150	CE005274	ED112248	CS001585	ED112344//
CE004944	ED112151	CE005275	ED112249	CS001917	ED112345
CE004945	ED112152	CE005276	ED112250	CS001934	ED112346
CE004946	ED112153	CE005277	ED112251	CS002066	ED112347
CE004947	ED112154//	CE005278	ED112252	CS002120	ED112348//
CE004948	ED112155	CE005279	ED112253	CS002132	ED112349
CE004960	ED112156	CE005280	ED112254	CS002134	ED112350
CE004961	ED112157	CE005281	ED112255	CS002135	ED112351
CE004975	ED112158	CE005282	ED112256	CS002136	ED112352
CE004977	ED112159	CE005283	ED112257	CS002137	ED112353//
CE004978	ED112160	CE005284	ED112258	CS002138	ED112354
CE004979	ED112161	CE005285	ED112259	CS002139	ED112355
CE004980	ED112162	CE005286	ED112260	CS002140	ED112356
CE004981	ED112163	CE005287	ED112261	CS002141	ED112357
CE004982	ED112164	CE005288	ED112262	CS002142	ED112358
CE004984	ED112165	CE005289	ED112263	CS002143	ED112359
CE004986	ED112166	CE005290	ED112264	CS002144	ED112360
CE004987	ED112167	CE005291	ED112265	CS002145	ED112361
CE004988	ED112168	CE005300	ED112266	CS002146	ED112362
CE004997	ED112169	CE005369	ED112267	CS002147	ED112363
CE004998	ED112170	CE005417	ED112268	CS002148	ED112364//
CE004999	ED112171			CS002149	ED112365
CE005001	ED112172	CG008623	ED112269	CS002150	ED112366
CE005002	ED112173	CG010043	ED112270//	CS002151	ED112367
CE005003	ED112174	CG010044	ED112271	CS002152	ED112368
CE005004	ED112175	CG010045	ED112272	CS002153	ED112369
CE005016	ED112176	CG010046	ED112273	CS002154	ED112370//
CE005192	ED112177	CG010047	ED112274	CS002156	ED112371
CE005193	ED112178	CG010048	ED112275	CS002157	ED112372
CE005194	ED112179	CG010049	ED112276	CS002158	ED112373
CE005195	ED112180	CG010050	ED112277//	CS002159	ED112374
CE005196	ED112181	CG010051	ED112278	CS002160	ED112375
CE005197	ED112182	CG010052	ED112279	CS002161	ED112376
CE005198	ED112183	CG010053	ED112280	CS002162	ED112377
CE005202	ED112184	CG010054	ED112281	CS002163	ED112378
CE005203	ED112185	CG010055	ED112282	CS002164	ED112379
CE005204	ED112186	CG010056	ED112283	CS002165	ED112380
CE005205	ED112187	CG010057	ED112284	CS002166	ED112381
CE005206	ED112188	CG010058	ED112285	CS002167	ED112382
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CE005208	ED112190	CG010060	ED112287	CS002170	ED112384
CE005209	ED112191	CG010061	ED112288	CS002171	ED112385//
CE005210	ED112192	CG010062	ED112289	CS002172	ED112386//
CE005211	ED112193	CG010063	ED112290	CS002173	ED112387//
CE005212	ED112194	CG010064	ED112291	CS002174	ED112388
CE005213	ED112195	CG010065	ED112292	CS002176	ED112389
CE005214	ED112196	CG010066	ED112293	CS002180	ED112390
CE005215	ED112197	CG010067	ED112294	CS002181	ED112391
CE005216	ED112198	CG010068	ED112295	CS002182	ED112392

CS002183	ED112393	EA007525	ED112490	EC073812	ED112587
CS002186	ED112394//	EA007526	ED112491	EC073813	ED112588
CS202220	ED112395	EA007527	ED112492	EC073814	ED112589
CS202229	ED112396//	EA007528	ED112493	EC073815	ED112590
CS202230	ED112397//	EA007529	ED112494	EC073816	ED112591
CS202244	ED112398//	EA007530	ED112495	EC073817	ED112592
CS202247	ED112399//	EA007531	ED112496	EC073818	ED112593
CS202252	ED112400	EA007532	ED112497//	EC073819	ED112594
CS202253	ED112401//	EA007533	ED112498	EC073845	ED112595
CS202256	ED112402	EA007534	ED112499	EC073846	ED112596
CS202257	ED112403//	EA007535	ED112500	EC073847	ED112597
CS202258	ED112404	EA007536	ED112501	EC073848	ED112598
CS202259	ED112405	EA007537	ED112502	EC073849	ED112599
CS202260	ED112406//	EA007538	ED112503	EC073850	ED112600
CS202261	ED112407	EA007539	ED112504	EC073851	ED112601
CS202262	ED112408//	EA007540	ED112505	EC073852	ED112602
CS202263	ED112409	EA007541	ED112506	EC073853	ED112603//
CS202264	ED112410	EA007542	ED112507	EC073854	ED112604
CS202265	ED112411//	EA007543	ED112508	EC073856	ED112605
CS202266	ED112412	EA007544	ED112509	EC073857	ED112606
CS202267	ED112413//	EA007550	ED112510	EC073874	ED112607
CS202268	ED112414	EA007551	ED112511	EC073889	ED112608
CS202269	ED112415	EA007552	ED112512	EC073890	ED112609
CS202270	ED112416	EA007553	ED112513	EC080034	ED112610
CS202271	ED112417	EA007557	ED112514	EC080035	ED112611
CS202272	ED112418	EA007558	ED112515	EC080036	ED112612
CS202273	ED112419//	EA007559	ED112516	EC080038	ED112613
CS202274	ED112420//	EA007561	ED112517	EC080039	ED112614
CS202275	ED112421	EA007562	ED112518	EC080054	ED112615
CS202276	ED112422	EA007563	ED112519	EC080069	ED112616
CS202277	ED112423	EA007565	ED112520	EC080082	ED112617
CS202278	ED112424	EA007566	ED112521	EC080083	ED112618
CS202279	ED112425	EA007577	ED112522//	EC080084	ED112619
CS202280	ED112426	EA007578	ED112523//	EC080085	ED112620
CS202281	ED112427	EA007579	ED112524//	EC080086	ED112621
CS202283	ED112428	EA007581	ED112525//	EC080087	ED112622
CS202284	ED112429	EA007582	ED112526//	EC080112	ED112623
CS202285	ED112430//	EA007583	ED112527//	EC080171	ED112624
CS202286	ED112431//	EA007585	ED112528//	EC080172	ED112625
CS202288	ED112432//	EA007586	ED112529//	EC080174	ED112626
CS202292	ED112433//			EC080176	ED112627
CS202293	ED112434	EC073252	ED112530	EC080177	ED112628
CS202295	ED112435	EC073436	ED112531	EC080215	ED112629
CS202296	ED112436	EC073554	ED112532	EC080216	ED112630
CS202297	ED112437	EC073555	ED112533	EC080217	ED112631
CS202298	ED112438	EC073556	ED112534	EC080218	ED112632
CS202300	ED112439	EC073558	ED112535		
CS202301	ED112440	EC073607	ED112536	FL005198	ED112633
CS202304	ED112441//	EC073625	ED112537	FL005423	ED112634
CS501117	ED112442	EC073627	ED112538	FL005470	ED112635
CS501118	ED112443	EC073628	ED112539	FL005560	ED112636
CS501119	ED112444//	EC073629	ED112540	FL005973	ED112637
CS501120	ED112445	EC073630	ED112541	FL006865	ED112638
CS501122	ED112446	EC073655	ED112542//	FL007015	ED112639
CS501123	ED112447	EC073656	ED112543	FL007032	ED112640
CS501124	ED112448	EC073657	ED112544	FL007033	ED112641
CS501125	ED112449	EC073658	ED112545	FL007034	ED112642
CS501126	ED112450	EC073662	ED112546	FL007092	ED112643
CS501128	ED112451	EC073663	ED112547	FL007094	ED112644
CS501129	ED112452	EC073664	ED112548	FL007095	ED112645
		EC073665	ED112549	FL007096	ED112646
EA007422	ED112453	EC073667	ED112550	FL007098	ED112647
EA007451	ED112454	EC073668	ED112551	FL007100	ED112648
EA007471	ED112455	EC073671	ED112552	FL007101	ED112649
EA007490	ED112456	EC073672	ED112553	FL007102	ED112650
EA007491	ED112457	EC073673	ED112554	FL007103	ED112651
EA007492	ED112458	EC073674	ED112555	FL007109	ED112652
EA007493	ED112459	EC073741	ED112556	FL007111	ED112653
EA007494	ED112460	EC073744	ED112557	FL007112	ED112654//
EA007495	ED112461	EC073745	ED112558	FL007113	ED112655
EA007496	ED112462	EC073746	ED112559	FL007114	ED112656
EA007497	ED112463	EC073747	ED112560	FL007115	ED112657
EA007498	ED112464	EC073748	ED112561	FL007116	ED112658
EA007499	ED112465	EC073749	ED112562	FL007117	ED112659
EA007500	ED112466	EC073750	ED112563	FL007118	ED112660
EA007501	ED112467	EC073751	ED112564	FL007119	ED112661
EA007502	ED112468	EC073752	ED112565	FL007121	ED112662//
EA007503	ED112469	EC073753	ED112566	FL007125	ED112663
EA007504	ED112470//	EC073754	ED112567	FL007128	ED112664
EA007505	ED112471//	EC073762	ED112568	FL007129	ED112665
EA007506	ED112472	EC073763	ED112569	FL007130	ED112666
EA007507	ED112473	EC073764	ED112570	FL007131	ED112667
EA007508	ED112474	EC073765	ED112571	FL007133	ED112668
EA007509	ED112475	EC073766	ED112572	FL007134	ED112669//
EA007510	ED112476	EC073767	ED112573	FL007135	ED112670
EA007511	ED112477//	EC073768	ED112574	FL007137	ED112671
EA007512	ED112478//	EC073769	ED112575	FL007142	ED112672
EA007513	ED112479//	EC073770	ED112576	FL007143	ED112673
EA007514	ED112480//	EC073771	ED112577	FL007144	ED112674
EA007515	ED112481//	EC073772	ED112578	FL007145	ED112675
EA007516	ED112482//	EC073773	ED112579	FL007146	ED112676
EA007517	ED112483//	EC073774	ED112580	FL007147	ED112677
EA007518	ED112484//	EC073775	ED112581	FL007148	ED112678
EA007519	ED112485//	EC073782	ED112582	FL007149	ED112679
EA007520	ED112486//	EC073783	ED112583	FL007150	ED112680
EA007522	ED112487	EC073784	ED112584	FL007151	ED112681
EA007523	ED112488	EC073808	ED112585	FL007152	ED112682//
EA007524	ED112489	EC073809	ED112586	FL007153	ED112683

FL007164	ED112684	HE006791	ED112781//	IR002588	ED112878
FL007171	ED112685	HE006794	ED112782	IR002589	ED112879
FL007172	ED112686	HE006796	ED112783	IR002590	ED112880
FL007181	ED112687	HE006797	ED112784	IR002591	ED112881
FL007182	ED112688//	HE006801	ED112785//	IR002592	ED112882
FL007183	ED112689//	HE006803	ED112786	IR002593	ED112883
FL007184	ED112690	HE006805	ED112787	IR002594	ED112884
FL007186	ED112691	HE006811	ED112788	IR002595	ED112885
FL007188	ED112692	HE006812	ED112789	IR002596	ED112886
FL007189	ED112693	HE006813	ED112790	IR002597	ED112887
FL007190	ED112694	HE006814	ED112791	IR002598	ED112888
FL007191	ED112695	HE006816	ED112792	IR002600	ED112889
FL007192	ED112696	HE006818	ED112793	IR002601	ED112890
FL007193	ED112697	HE006823	ED112794	IR002602	ED112891
FL007194	ED112698	HE006824	ED112795	IR002603	ED112892
FL007195	ED112699	HE006831	ED112796	IR002604	ED112893
FL007196	ED112700	HE006844	ED112797	IR002605	ED112894
FL007197	ED112701	HE006846	ED112798	IR002606	ED112895
FL007198	ED112702	HE006848	ED112799	IR002607	ED112896
FL007199	ED112703	HE006849	ED112800	IR002608	ED112897//
FL007251	ED112704	HE006854	ED112801	IR002609	ED112898
FL007253	ED112705	HE006856	ED112802	IR002610	ED112899
		HE006857	ED112803	IR002611	ED112900
		HE006858	ED112804	IR002612	ED112901
HE005940	ED112706	HE006861	ED112805	IR002613	ED112902
HE006525	ED112707	HE006862	ED112806	IR002614	ED112903
HE006555	ED112708	HE006863	ED112807	IR002615	ED112904
HE006559	ED112709	HE006866	ED112808	IR002616	ED112905//
HE006577	ED112710	HE006871	ED112809	IR002617	ED112906//
HE006590	ED112711	HE006881	ED112810	IR002618	ED112907
HE006621	ED112712	HE006884	ED112811	IR002619	ED112908
HE006622	ED112713	HE006885	ED112812	IR002620	ED112909
HE006636	ED112714	HE006912	ED112813	IR002621	ED112910
HE006640	ED112715	HE006913	ED112814	IR002622	ED112911
HE006641	ED112716	HE006954	ED112815	IR002623	ED112912
HE006642	ED112717	HE006955	ED112816	IR002624	ED112913
HE006643	ED112718	HE006957	ED112817	IR002625	ED112914
HE006644	ED112719	HE006964	ED112818	IR002626	ED112915
HE006645	ED112720			IR002627	ED112916
HE006650	ED112721	IR001956	ED112819//	IR002628	ED112917
HE006651	ED112722	IR002182	ED112820	IR002629	ED112918
HE006652	ED112723	IR002188	ED112821	IR002630	ED112919
HE006653	ED112724	IR002196	ED112822	IR002631	ED112920
HE006658	ED112725	IR002230	ED112823	IR002632	ED112921
HE006659	ED112726	IR002234	ED112824	IR002633	ED112922//
HE006663	ED112727	IR002247	ED112825//	IR002634	ED112923
HE006664	ED112728	IR002342	ED112826	IR002635	ED112924
HE006675	ED112729	IR002360	ED112827	IR002636	ED112925
HE006677	ED112730	IR002409	ED112828	IR002637	ED112926
HE006680	ED112731	IR002410	ED112829	IR002638	ED112927
HE006685	ED112732//	IR002513	ED112830	IR002639	ED112928
HE006695	ED112733	IR002516	ED112831	IR002640	ED112929
HE006696	ED112734	IR002517	ED112832	IR002641	ED112930
HE006700	ED112735	IR002518	ED112833	IR002642	ED112931
HE006705	ED112736	IR002523	ED112834	IR002643	ED112932
HE006707	ED112737	IR002524	ED112835	IR002645	ED112933
HE006714	ED112738	IR002529	ED112836	IR002647	ED112934
HE006719	ED112739	IR002531	ED112837	IR002648	ED112935
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HE006724	ED112741	IR002534	ED112839	IR002650	ED112937
HE006725	ED112742	IR002540	ED112840	IR002651	ED112938
HE006726	ED112743	IR002541	ED112841//	IR002653	ED112939
HE006728	ED112744	IR002542	ED112842//	IR002654	ED112940
HE006729	ED112745	IR002547	ED112843	IR002655	ED112941
HE006730	ED112746	IR002550	ED112844	IR002656	ED112942
HE006731	ED112747	IR002551	ED112845	IR002657	ED112943
HE006732	ED112748	IR002554	ED112846	IR002658	ED112944
HE006733	ED112749	IR002555	ED112847	IR002662	ED112945
HE006734	ED112750	IR002556	ED112848	IR002663	ED112946
HE006735	ED112751	IR002557	ED112849	IR002664	ED112947
HE006736	ED112752	IR002558	ED112850	IR002666	ED112948
HE006737	ED112753	IR002559	ED112851	IR002669	ED112949
HE006738	ED112754	IR002560	ED112852//	IR002672	ED112950
HE006739	ED112755	IR002562	ED112853	IR002676	ED112951
HE006740	ED112756	IR002563	ED112854	IR002677	ED112952
HE006741	ED112757	IR002564	ED112855	IR002680	ED112953//
HE006742	ED112758	IR002565	ED112856	IR002695	ED112954
HE006743	ED112759	IR002566	ED112857		
HE006756	ED112760	IR002567	ED112858//	JC750468	ED112955
HE006757	ED112761	IR002568	ED112859	JC750476	ED112956
HE006758	ED112762	IR002569	ED112860//	JC750492	ED112957
HE006763	ED112763	IR002570	ED112861	JC750502	ED112958
HE006765	ED112764	IR002571	ED112862//	JC750503	ED112959
HE006766	ED112765	IR002572	ED112863	JC750511	ED112960
HE006767	ED112766	IR002573	ED112864	JC750512	ED112961
HE006768	ED112767	IR002574	ED112865	JC750513	ED112962
HE006769	ED112768	IR002575	ED112866	JC750514	ED112963
HE006770	ED112769//	IR002576	ED112867	JC750515	ED112964
HE006771	ED112770//	IR002577	ED112868	JC750516	ED112965
HE006772	ED112771//	IR002579	ED112869	JC750517	ED112966
HE006773	ED112772//	IR002580	ED112870	JC750518	ED112967
HE006774	ED112773//	IR002581	ED112871	JC750519	ED112968
HE006775	ED112774	IR002582	ED112872	JC750520	ED112969
HE006777	ED112775	IR002583	ED112873	JC750521	ED112970
HE006778	ED112776//	IR002584	ED112874//	JC750522	ED112971
HE006779	ED112777	IR002585	ED112875//	JC750523	ED112972
HE006782	ED112778	IR002586	ED112876	JC750524	ED112973
HE006786	ED112779	IR002587	ED112877	JC750525	ED112974
HE006787	ED112780				



JC750526	ED112975	RC008776	ED113071//	SE019672	ED113168//
JC750527	ED112976	RC008777	ED113072//	SE019673	ED113169
JC750528	ED112977	RC008778	ED113073//	SE019676	ED113170
JC750529	ED112978	RC008779	ED113074	SE019677	ED113171
JC750530	ED112979	RC008780	ED113075//	SE019682	ED113172
JC750531	ED112980	RC008781	ED113076//	SE019683	ED113173//
JC750532	ED112981	RC008782	ED113077//	SE019684	ED113174
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				UD015531	ED113431

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The following terms have been added to the ERIC System since the publication  
of the sixth edition of the *Thesaurus of ERIC Descriptors* (Fall 1975):

### DESCRIPTORS

#### ADVENTITIOUSLY HANDICAPPED

**Sep 1975**  
SN Handicapped as a result of illness or injury during the developmental or adult periods.

#### ATHAPASCAN LANGUAGES

**Sep 1975**  
SN North American Indian language family, including languages of Alaska and northwestern Canada, the Oregon-California coast, southwestern United States, and north-central Mexico.  
UF Athabascan Languages

#### Birth Defects

USE ANOMALIES

#### CAREER EXPLORATION

**Sep 1975**  
SN Investigating occupational interest areas often through real or simulated job experience—frequently refers to the second phase of career education appropriate for grades 6 through 10.

#### CONGENITALLY HANDICAPPED

SN Handicapped at birth.

#### DOMINICANS

**Sep 1975**  
SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

#### ESKIMO ALEUT LANGUAGES

**Sep 1975**  
SN Native languages of the Commander and Aleutian Islands, western and northern Alaska, northern Canada, Greenland, and the northeastern tip of Siberia.  
UF Aleut

#### LABELING (OF PERSONS)

**Sep 1975**  
SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

#### LIBRARY ADMINISTRATION

UF Library Management

#### Mainstreaming

USE REGULAR CLASS PLACEMENT

#### PERINATAL INFLUENCES

**Sep 1975**  
SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.

#### RAPE

UF Statutory Rape

#### SOCIAL SCIENCE RESEARCH

**Sep 1975**  
SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.

#### WELSH

**Sep 1975**  
SN The Celtic language of Wales.



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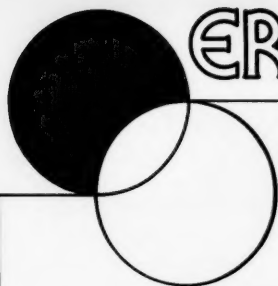
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### ADULT EDUCATION, GENERAL

ERIC Clearinghouse on Adult, Vocational, and  
 Technical Education  
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RIE SERIA300SE R 1  
SERIALS DEPARTMENT  
XEROX UNIVERSITY MICROFILMS  
300 N ZEEB RD  
ANN ARBOR MI 48106

